

**FRAMEWORK FOR PROFESSIONAL  
PRACTICE  
AND  
TEACHER EVALUATION PROCESS  
(Teachers)**



**Ionia Public Schools  
250 East Tuttle Road  
Ionia MI, 48846**

## **Introduction**

The instructional staff of Ionia Public Schools is required to be evaluated annually. This tool, based on the work of Charlotte Danielson, will successfully accomplish this goal while giving teachers specific feedback to better support their students through effective instruction. A committee of teachers and administrators studied our existing tool during the 2010-2011 school year. This committee of Adel DiOrio, Kim Noga, Julia Blair, Amy Fuller, Don Wilcox, Cheri Meier, Dayna Ellis, and Chairperson Ben Kirby discussed many issues with the existing tool and worked to better the tool through semantic changes.

With another change in the law during the spring/summer of 2011 a need for change continued to exist with the realization that we needed to have a tool that gave teachers a way to improve their performance. In June 2011, the administrative team attended a Leadership Academy in which Charlotte Danielson and her associates presented her tool (A Framework for Teaching ) extensively. That training brought much valuable discussion and philosophic change to the district. This tool is based on her work and complies with state law that has been implemented in Michigan. It is meant to bring the teacher and administrator together in quality conversations about instruction and ultimately improving student achievement. This evaluation handbook has the necessary tools for administrators and teachers to engage in these conversations. It also contains the expectations necessary to reach differing levels of instruction as required by law. Danielson's evaluation tool utilizes four domains. State law requires that student achievement be included in the evaluation tool. Student achievement is the fifth domain in this tool.

**Together, teachers and administrators can make a difference for our students.**

“If you have a child’s heart, you have his head.” - Flip Flippen

**DOMAIN 1: PLANNING AND PREPARATION**

Component 1a: Demonstrating Knowledge of Content and Pedagogy

**Elements:** Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy

| ELEMENT   | L E V E L   O F   P E R F O R M A N C E   |   |   |   |
|---|---|---|---|---|
|   | INEFFECTIVE   | MINIMALLY EFFECTIVE   | EFFECTIVE   | HIGHLY EFFECTIVE  |
| <b>Knowledge of content and the structure of the discipline</b> | In planning and practice, teacher makes content errors or does not correct errors made by students.                                   | Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.              | Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.         | Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.   |
| <b>Knowledge of prerequisite relationships</b>                  | Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. | Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.                  | Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.      | Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. |
| <b>Knowledge of content-related pedagogy</b>                    | Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.       | Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students. | Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. | Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.                                |

**DOMAIN 1: PLANNING AND PREPARATION**

Component 1b: Demonstrating Knowledge of Students

**Elements:** Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

| ELEMENT   | L E V E L   O F   P E R F O R M A N C E   |  |   |  |
|---|---|--|---|--|
|   | INEFFECTIVE   | MINIMALLY EFFECTIVE  | EFFECTIVE   | HIGHLY EFFECTIVE   |
| <b>Knowledge of child and adolescent development</b>                      | Teacher displays little or no knowledge of the developmental characteristics of the age group.  | Teacher displays partial knowledge of the developmental characteristics of the age group.  | Teacher 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, teacher displays knowledge of the extent to which individual students follow the general patterns. |
| <b>Knowledge of the learning process</b>                                  | Teacher sees no value in understanding how students learn and does not seek such information.   | Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.   | Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.    | Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.   |
| <b>Knowledge of students' skills, knowledge, and language proficiency</b> | Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable. | Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole. | Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students. | Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.  |

**DOMAIN 1: PLANNING AND PREPARATION**

Component 1b: Demonstrating Knowledge of Students

**Elements:** Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

| ELEMENT   | L E V E L   O F   P E R F O R M A N C E  |  |   |  |
|---|--|--|---|--|
|   | INEFFECTIVE  | MINIMALLY EFFECTIVE  | EFFECTIVE   | HIGHLY EFFECTIVE   |
| <b>Knowledge of students' interests and cultural heritage</b> | Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable. | Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.       | Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students. | Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students. |
| <b>Knowledge of students' special needs</b>                   | Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.             | Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate. | Teacher is aware of students' special learning and medical needs.   | Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.        |

**DOMAIN 1: PLANNING AND PREPARATION**

Component 1c: Setting Instructional Outcomes

**Elements:** Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

| ELEMENT                                 | L E V E L O F P E R F O R M A N C E   |  |   |  |
|---|---|--|---|--|
|   | INEFFECTIVE   | MINIMALLY EFFECTIVE  | EFFECTIVE   | HIGHLY EFFECTIVE   |
| <b>Value, sequence, and alignment</b>   | Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning. | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning. | Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.   | All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines. |
| <b>Clarity</b>                          | Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.                                | Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.                 | All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.   | All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.  |
| <b>Balance</b>                          | Outcomes reflect only one type of learning and only one discipline or strand.   | Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.  | Outcomes reflect several different types of learning and opportunities for coordination.  | Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.   |
| <b>Suitability for diverse learners</b> | Outcomes are not suitable for the class or are not based on any assessment of student needs.  | Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.   | Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated. | Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.   |

Domain 1: PLANNING AND PREPARATION  
Component 1d: Demonstrating Knowledge of Resources

**Elements:** Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students

| ELEMENT   | L E V E L O F P E R F O R M A N C E  |   |   |   |
|---|--|---|---|---|
|   | INEFFECTIVE  | MINIMALLY EFFECTIVE   | EFFECTIVE   | HIGHLY EFFECTIVE  |
| <b>Resources for classroom use</b>                        | Teacher is unaware of resources for classroom use available through the school or district.                            | Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.                            | Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.                            | Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.                            |
| <b>Resources to extend content knowledge and pedagogy</b> | Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district. | Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |
| <b>Resources for students</b>                             | Teacher is unaware of resources for students available through the school or district.                                 | Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.                                 | Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.                                 | Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.  |

Domain 1: **PLANNING AND PREPARATION**

Component 1e: Designing Coherent Instruction

**Elements:** Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

| ELEMENT                                      | L E V E L O F P E R F O R M A N C E  |  |   |  |
|--|--|--|---|--|
|  | INEFFECTIVE  | MINIMALLY EFFECTIVE  | EFFECTIVE   | HIGHLY EFFECTIVE   |
| <b>Learning activities</b>                   | Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity. | Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students. | All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. | Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.                                   |
| <b>Instructional materials and resources</b> | Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.         | Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.  | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.  | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials. |
| <b>Instructional groups</b>                  | Instructional groups do not support the instructional outcomes and offer no variety.   | Instructional groups partially support the instructional outcomes, with an effort at providing some variety.   | Instructional groups are varied as appropriate to the students and the different instructional outcomes.  | Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.  |



**DOMAIN 1: PLANNING AND PREPARATION**

Component 1e: Designing Coherent Instruction (*continued*)

**Elements:** Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

| ELEMENT                          | L E V E L O F P E R F O R M A N C E  |   |  |   |
|----------------------------------|--|---|--|---|
|                                  | INEFFECTIVE  | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE  |
| <b>Lesson and unit structure</b> | The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic. | The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable. | The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations. | The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent. |

**DOMAIN 1: PLANNING AND PREPARATION**

Component 1f: Designing Student Assessments

**Elements:** Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning

| ELEMENT                                       | L E V E L   O F   P E R F O R M A N C E   |  |  |  |
|---|---|--|--|--|
|   | INEFFECTIVE   | MINIMALLY EFFECTIVE  | EFFECTIVE  | HIGHLY EFFECTIVE   |
| <b>Congruence with instructional outcomes</b> | Assessment procedures are not congruent with instructional outcomes.            | Some of the instructional outcomes are assessed through the proposed approach, but many are not.               | All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students. | Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed. |
| <b>Criteria and standards</b>                 | Proposed approach contains no criteria or standards.                            | Assessment criteria and standards have been developed, but they are not clear.                                 | Assessment criteria and standards are clear.   | Assessment criteria and standards are clear; there is evidence that the students contributed to their development.   |
| <b>Design of formative assessments</b>        | Teacher has no plan to incorporate formative assessment in the lesson or unit.  | Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. | Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.                                 | Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.   |
| <b>Use for planning</b>                       | Teacher has no plans to use assessment results in designing future instruction. | Teacher plans to use assessment results to plan for future instruction for the class as a whole.               | Teacher plans to use assessment results to plan for future instruction for groups of students.   | Teacher plans to use assessment results to plan future instruction for individual students.  |

**Domain 2: THE CLASSROOM ENVIRONMENT**

Component 2a: Creating an Environment of Respect and Rapport

**Elements:** Teacher interaction with students • Student interactions with other students

| ELEMENT   | L E V E L O F P E R F O R M A N C E   |  |  |   |
|---|---|--|--|---|
|   | INEFFECTIVE   | MINIMALLY EFFECTIVE  | EFFECTIVE  | HIGHLY EFFECTIVE  |
| <b>Teacher interaction with students</b>        | Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. | Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. | Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. |
| <b>Student interactions with other students</b> | Student interactions are characterized by conflict, sarcasm, or put-downs.  | Students do not demonstrate disrespect for one another.  | Student interactions are generally polite and respectful.  | Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.                                     |

**Domain 2: THE CLASSROOM ENVIRONMENT**

Component 2b: Establishing a Culture for Learning

**Elements:** Importance of the content • Expectations for learning and achievement • Student pride in work

| ELEMENT  | L E V E L O F P E R F O R M A N C E  |  |  |  |
|--|--|--|--|--|
|  | INEFFECTIVE  | MINIMALLY EFFECTIVE  | EFFECTIVE  | HIGHLY EFFECTIVE   |
| <b>Importance of the content</b>                 | Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.                 | Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.                             | Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.           | Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.   |
| <b>Expectations for learning and achievement</b> | Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.                     | Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement. | Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. | Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. |
| <b>Student pride in work</b>                     | Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work. | Students minimally accept the responsibility to do good work but invest little of their energy into its quality.                                     | Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.                       | Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.       |

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

Component 2c: Managing Classroom Procedures

**Elements:** Management of instructional groups • Management of transitions • Management of materials and supplies •  
Performance of non-instructional duties • Supervision of volunteers and paraprofessionals

| ELEMENT  | L E V E L O F P E R F O R M A N C E  |   |   |   |
|--|--|---|---|---|
|  | INEFFECTIVE  | MINIMALLY EFFECTIVE   | EFFECTIVE   | HIGHLY EFFECTIVE  |
| <b>Management of instructional groups</b>              | Students not working with the teacher are not productively engaged in learning.                        | Students in only some groups are productively engaged in learning while unsupervised by the teacher.                      | Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. | Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.   |
| <b>Management of transitions</b>                       | Transitions are chaotic, with much time lost between activities or lesson segments.                    | Only some transitions are efficient, resulting in some loss of instructional time.  | Transitions occur smoothly, with little loss of instructional time.   | Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.  |
| <b>Management of materials and supplies</b>            | Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. | Routines for handling materials and supplies function moderately well, but with some loss of instructional time.          | Routines for handling materials and supplies occur smoothly, with little loss of instructional time.                          | Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.                       |
| <b>Performance of non-instructional duties</b>         | Considerable instructional time is lost in performing non-instructional duties.                        | Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.  | Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.      | Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation. |
| <b>Supervision of volunteers and paraprofessionals</b> | Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.         | Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision. | Volunteers and paraprofessionals are productively and independently engaged during the entire class.                          | Volunteers and paraprofessionals make a substantive contribution to the classroom environment.  |

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

Component 2d: Managing Student Behavior

**Elements:** Expectations • Monitoring of student behavior • Response to student misbehavior

| ELEMENT                                | L E V E L O F P E R F O R M A N C E  |   |   |   |
|--|--|---|---|---|
|  | INEFFECTIVE  | MINIMALLY EFFECTIVE   | EFFECTIVE   | HIGHLY EFFECTIVE  |
| <b>Expectations</b>                    | No standards of conduct appear to have been established, or students are confused as to what the standards are.                            | Standards of conduct appear to have been established, and most students seem to understand them.                            | Standards of conduct are clear to all students.   | Standards of conduct are clear to all students and appear to have been developed with student participation.                                  |
| <b>Monitoring of student behavior</b>  | Student behavior is not monitored, and teacher is unaware of what the students are doing.  | Teacher is generally aware of student behavior but may miss the activities of some students.                                | Teacher is alert to student behavior at all times.  | Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.    |
| <b>Response to student misbehavior</b> | Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity. | Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules. | Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate. | Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. |

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

Component 2e: Organizing Physical Space

**Elements:** Safety and accessibility • Arrangement of furniture and use of physical resources

| ELEMENT   | L E V E L   O F   P E R F O R M A N C E   |   |  |  |
|---|---|---|--|--|
|   | INEFFECTIVE   | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE   |
| <b>Safety and accessibility</b>                               | The classroom is unsafe, or learning is not accessible to some students.  | The classroom is safe, and at least essential learning is accessible to most students.                                  | The classroom is safe, and learning is equally accessible to all students.                                       | The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.                       |
| <b>Arrangement of furniture and use of physical resources</b> | The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources. | Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness. | Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities. | Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning. |

**DOMAIN 3: INSTRUCTION**

Component 3a: Communicating with Students

**Elements:** Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

| ELEMENT                                 | L E V E L O F P E R F O R M A N C E  |   |   |   |
|---|--|---|---|---|
|   | INEFFECTIVE  | MINIMALLY EFFECTIVE   | EFFECTIVE   | HIGHLY EFFECTIVE  |
| <b>Expectations for learning</b>        | Teacher's purpose in a lesson or unit is unclear to students.  | Teacher attempts to explain the instructional purpose, with limited success.  | Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.  | Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.   |
| <b>Directions and procedures</b>        | Teacher's directions and procedures are confusing to students.   | Teacher's directions and procedures are clarified after initial student confusion.  | Teacher's directions and procedures are clear to students.  | Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.   |
| <b>Explanations of content</b>          | Teacher's explanation of the content is unclear or confusing or uses inappropriate language.   | Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.  | Teacher's explanation of content is appropriate and connects with students' knowledge and experience.   | Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.  |
| <b>Use of oral and written language</b> | Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused. | Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds. | Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. | Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies. |



**DOMAIN 3: INSTRUCTION**

Component 3b: Using Questioning and Discussion Techniques

**Elements:** Quality of questions • Discussion techniques • Student participation

| ELEMENT                      | L E V E L   O F   P E R F O R M A N C E   |   |   |  |
|------------------------------|---|---|---|--|
|                              | INEFFECTIVE   | MINIMALLY EFFECTIVE   | EFFECTIVE   | HIGHLY EFFECTIVE   |
| <b>Quality of questions</b>  | Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. | Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. | Most of the teacher's questions are of high quality. Adequate time is provided for students to respond. | Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.      |
| <b>Discussion techniques</b> | Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.                         | Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.                  | Teacher creates a genuine discussion among students, stepping aside when appropriate.                   | Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. |
| <b>Student participation</b> | A few students dominate the discussion.   | Teacher attempts to engage all students in the discussion, but with only limited success.   | Teacher successfully engages all students in the discussion.  | Students themselves ensure that all voices are heard in the discussion.  |

**DOMAIN 3: INSTRUCTION**

Component 3c: Engaging Students in Learning

**Elements:** Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

| ELEMENT                                      | L E V E L O F P E R F O R M A N C E  |   |  |  |
|--|--|---|--|--|
|  | INEFFECTIVE  | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE   |
| <b>Activities and assignments</b>            | Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them. | Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.   | Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.   | All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.                               |
| <b>Grouping of students</b>                  | Instructional groups are inappropriate to the students or to the instructional outcomes.                                 | Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.    | Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.            | Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. |
| <b>Instructional materials and resources</b> | Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.   | Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. | Instructional materials and resources are suitable to the instructional purposes and engage students mentally.                       | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.             |
| <b>Structure and pacing</b>                  | The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.                   | The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.               | The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate. | The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.  |

**DOMAIN 3: INSTRUCTION**

Component 3d: Using Assessment in Instruction

**Elements:** Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

| ELEMENT   | L E V E L O F P E R F O R M A N C E   |   |  |   |
|---|---|---|--|---|
|   | INEFFECTIVE   | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE  |
| <b>Assessment criteria</b>                                | Students are not aware of the criteria and performance standards by which their work will be evaluated. | Students know some of the criteria and performance standards by which their work will be evaluated.                   | Students are fully aware of the criteria and performance standards by which their work will be evaluated.                              | Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.                                       |
| <b>Monitoring of student learning</b>                     | Teacher does not monitor student learning in the curriculum.  | Teacher monitors the progress of the class as a whole but elicits no diagnostic information.                          | Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. | Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.                             |
| <b>Feedback to students</b>                               | Teacher's feedback to students is of poor quality and not provided in a timely manner.                  | Teacher's feedback to students is uneven, and its timeliness is inconsistent.   | Teacher's feedback to students is timely and of consistently high quality.   | Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.   |
| <b>Student self-assessment and monitoring of progress</b> | Students do not engage in self-assessment or monitoring of progress.                                    | Students occasionally assess the quality of their own work against the assessment criteria and performance standards. | Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.        | Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning. |

**DOMAIN 3: INSTRUCTION**

Component 3e: Demonstrating Flexibility and Responsiveness

**Elements:** Lesson adjustment • Response to students • Persistence

| ELEMENT                     | L E V E L O F P E R F O R M A N C E  |  |  |   |
|-----------------------------|--|--|--|---|
|                             | INEFFECTIVE  | MINIMALLY EFFECTIVE  | EFFECTIVE  | HIGHLY EFFECTIVE  |
| <b>Lesson adjustment</b>    | Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.                                      | Teacher attempts to adjust a lesson when needed, with only partially successful results.   | Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.  | Teacher successfully makes a major adjustment to a lesson when needed.  |
| <b>Response to students</b> | Teacher ignores or brushes aside students' questions or interests.   | Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.                        | Teacher successfully accommodates students' questions or interests.  | Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.   |
| <b>Persistence</b>          | When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment. | Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on. | Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. | Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school. |

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4a: Reflecting on Teaching

**Elements:** Accuracy • Use in future teaching

| ELEMENT                       | L E V E L O F P E R F O R M A N C E   |  |  |   |
|-------------------------------|---|--|--|---|
|                               | INEFFECTIVE   | MINIMALLY EFFECTIVE  | EFFECTIVE  | HIGHLY EFFECTIVE  |
| <b>Accuracy</b>               | Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. | Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. | Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. | Teacher makes a 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. |
| <b>Use in future teaching</b> | Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.  | Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.                        | Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.   | Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.   |

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4b: Maintaining Accurate Records

**Elements:** Student completion of assignments • Student progress in learning • Non-instructional records

| ELEMENT                                  | L E V E L   O F   P E R F O R M A N C E  |  |   |   |
|--|--|--|---|---|
|  | INEFFECTIVE  | MINIMALLY EFFECTIVE  | EFFECTIVE   | HIGHLY EFFECTIVE  |
| <b>Student completion of assignments</b> | Teacher's system for maintaining information on student completion of assignments is in disarray.                | Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective. | Teacher's system for maintaining information on student completion of assignments is fully effective. | Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.                        |
| <b>Student progress in learning</b>      | Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. | Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.      | Teacher's system for maintaining information on student progress in learning is fully effective.      | Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records. |
| <b>Non-instructional records</b>         | Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.           | Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.         | Teacher's system for maintaining information on non-instructional activities is fully effective.      | Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.                                 |

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4c: Communicating with Families

**Elements:** Information about the instructional program • Information about individual students • Engagement of families in the instructional program

| ELEMENT  | L E V E L   O F   P E R F O R M A N C E  |  |  |   |
|--|--|--|--|---|
|  | INEFFECTIVE  | MINIMALLY EFFECTIVE  | EFFECTIVE  | HIGHLY EFFECTIVE  |
| <b>Information about the instructional program</b>         | Teacher provides little or no information about the instructional program to families.   | Teacher participates in the school's activities for family communication but offers little additional information.   | Teacher provides frequent information to families, as appropriate, about the instructional program.  | Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.   |
| <b>Information about individual students</b>               | Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students. | Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms. | Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns. | Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity. |
| <b>Engagement of families in the instructional program</b> | Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.   | Teacher makes modest and partially successful attempts to engage families in the instructional program.  | Teacher's efforts to engage families in the instructional program are frequent and successful.   | Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.                                     |

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4d: Participating in a Professional Community

**Elements:** Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects

| ELEMENT   | L E V E L O F P E R F O R M A N C E   |   |   |  |
|---|---|---|---|--|
|   | INEFFECTIVE   | MINIMALLY EFFECTIVE   | EFFECTIVE   | HIGHLY EFFECTIVE   |
| <b>Relationships with colleagues</b>                    | Teacher's relationships with colleagues are negative or self-serving.                             | Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. | Relationships with colleagues are characterized by mutual support and cooperation.                    | Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.                      |
| <b>Involvement in a culture of professional inquiry</b> | Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved. | Teacher becomes involved in the school's culture of inquiry when invited to do so.                              | Teacher actively participates in a culture of professional inquiry.                                   | Teacher takes a leadership role in promoting a culture of professional inquiry.  |
| <b>Service to the school</b>                            | Teacher avoids becoming involved in school events.  | Teacher participates in school events when specifically asked.  | Teacher volunteers to participate in school events, making a substantial contribution.                | Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.                |
| <b>Participation in school and district projects</b>    | Teacher avoids becoming involved in school and district projects.                                 | Teacher participates in school and district projects when specifically asked.                                   | Teacher volunteers to participate in school and district projects, making a substantial contribution. | Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project. |



**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4e: Growing and Developing Professionally

**Elements:** Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

| ELEMENT   | L E V E L   O F   P E R F O R M A N C E  |  |  |  |
|---|--|--|--|--|
|   | INEFFECTIVE  | MINIMALLY EFFECTIVE  | EFFECTIVE  | HIGHLY EFFECTIVE   |
| <b>Enhancement of content knowledge and pedagogical skill</b> | Teacher engages in no professional development activities to enhance knowledge or skill.                 | Teacher participates in professional activities to a limited extent when they are convenient.                              | Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.                   | Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. |
| <b>Receptivity to feedback from colleagues</b>                | Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. | Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. | Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. | Teacher seeks out feedback on teaching from both supervisors and colleagues.   |
| <b>Service to the profession</b>                              | Teacher makes no effort to share knowledge with others or to assume professional responsibilities.       | Teacher finds limited ways to contribute to the profession.  | Teacher participates actively in assisting other educators.  | Teacher initiates important activities to contribute to the profession.  |

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4f: Showing Professionalism

**Elements:** Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

| ELEMENT                              | L E V E L   O F   P E R F O R M A N C E  |  |   |   |
|--------------------------------------|--|--|---|---|
|                                      | INEFFECTIVE  | MINIMALLY EFFECTIVE  | EFFECTIVE   | HIGHLY EFFECTIVE  |
| <b>Integrity and ethical conduct</b> | Teacher displays dishonesty in interactions with colleagues, students, and the public.               | Teacher is honest in interactions with colleagues, students, and the public.           | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. | Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.                                     |
| <b>Service to students</b>           | Teacher is not alert to students' needs.   | Teacher's attempts to serve students are inconsistent.                                 | Teacher is active in serving students.  | Teacher is highly proactive in serving students, seeking out resources when needed.   |
| <b>Advocacy</b>                      | Teacher contributes to school practices that result in some students being ill served by the school. | Teacher does not knowingly contribute to some students being ill served by the school. | Teacher works to ensure that all students receive a fair opportunity to succeed.  | 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. |

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4f: Showing Professionalism

**Elements:** Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

| ELEMENT  | L E V E L   O F   P E R F O R M A N C E                                      |  |  |   |
|--|--|--|--|---|
|  | INEFFECTIVE  | MINIMALLY EFFECTIVE  | EFFECTIVE  | HIGHLY EFFECTIVE  |
| <b>Decision making</b>                                 | Teacher makes decisions and recommendations based on self-serving interests. | Teacher's decisions and recommendations are based on limited though genuinely professional considerations. | Teacher maintains an open mind and participates in team or departmental decision making. | Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. |
| <b>Compliance with school and district regulations</b> | Teacher does not comply with school and district regulations.                | Teacher complies minimally with school and district regulations, doing just enough to get by.              | Teacher complies fully with school and district regulations.                             | Teacher complies fully with school and district regulations, taking a leadership role with colleagues.  |

## Domain 5: Student Achievement Growth

**Elements:** Implementing and achieving the building school improvement goals \*Assessment/Reporting and Analysis \*Teacher/Parent communication \*Individual Student Growth

### LEVEL OF PERFORMANCE

| Element   | INEFFECTIVE  | MINIMALLY EFFECTIVE   | EFFECTIVE   | HIGHLY EFFECTIVE   |
|---|--|---|---|--|
| <b>School Improvement goals</b>   | Teacher does not demonstrate the implementation of school improvement strategies.                            | Teacher demonstrates implementation of school improvement strategies.   | Teacher demonstrates implementation of school improvement strategies and data analysis of results.  | Teacher demonstrates implementation of school improvement strategies, data analysis of results, and use of results to make improvements in the classroom.  |
| <b>Assessment Reporting and Analysis</b>  | Little reporting on or communication of student performance on state or local assessments is evident.        | Timely reports about student performance on state and local assessments are provided to students, parents, and appropriate others at required intervals. The teacher accurately maintains required records of student work and performance, and students are provided general feedback. Parents are notified as required. | In addition to Minimally Effective standards, students are informed regularly in the classroom regarding their mastery of student performance indicators. The teacher maintains accurate, current records of student work, and parents are informed on a timely basis of a student's achievement through systematic communication procedures. | In addition to Minimally Effective and Effective standards, the teacher completes an item analysis on standardized and classroom assessments to determine specific areas for further instruction. The teacher has data accessible upon request and refines communication strategies to assure that parent and student feedback will effect a change. |
| <b>Teacher/Parent contact per trimester in reference to an individual student</b> | Teacher/Parent contact was 69% or less.  | Teacher/Parent contact was between 70-79%.  | Teacher/Parent contact was between 80-89%.  | Teacher/Parent contact was 90% or higher.  |
| <b>Individual Student Academic Growth</b>   | Teacher shows little or no academic growth for individual students and has little evidence of interventions. | Teacher shows some evidence supporting student academic growth and has some evidence of intervention implementation.  | Teacher uses formative assessments in the classroom 2-3 times per week to adjust instruction. I CAN statements are clearly posted for students to track in each unit. Interventions are implemented in a systematic way.  | Teacher uses formative assessments 4-5 times per week to adjust instruction. I CAN statements are tracked by individual students to adjust their learning. Interventions are implemented in a timely and systematic way. Teacher is a valuable mentor for other colleagues.  |

**Domain 1 for Instructional Specialists: Planning and Preparation**

| COMPONENT  | L E V E L   O F   P E R F O R M A N C E   |  |  |   |
|--|---|--|--|---|
|  | INEFFECTIVE   | MINIMALLY EFFECTIVE  | EFFECTIVE  | HIGHLY EFFECTIVE  |
| <b>1a:<br/>Demonstrating knowledge of current trends in specialty area and professional development</b>                    | Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.                                       | Instructional specialist demonstrates Minimally Effective familiarity with specialty area and trends in professional development.                              | Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.                             | Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.  |
| <b>1b:<br/>Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program</b>      | Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.                            | Instructional specialist demonstrates Minimally Effective knowledge of the school's program and of teacher skill in delivering that program.                   | Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.              | Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.   |
| <b>1c:<br/>Establishing goals for the instructional support program appropriate to the setting and the teachers served</b> | Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff. | Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff. | Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff. | Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues. |

**DOMAIN 1 FOR INSTRUCTIONAL SPECIALISTS: PLANNING AND PREPARATION**

| COMPONENT   | L E V E L   O F   P E R F O R M A N C E   |   |   |   |
|---|---|---|---|---|
|   | INEFFECTIVE   | MINIMALLY EFFECTIVE   | EFFECTIVE   | HIGHLY EFFECTIVE  |
| <b>1d:<br/>Demonstrating knowledge of resources, both within and beyond the school and district</b>   | Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills. | Instructional specialist demonstrates Minimally Effective knowledge of resources available in the school and district for teachers to advance their skills. | Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.                | Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.   |
| <b>1e:<br/>Planning the instructional support program, integrated with the overall school program</b> | Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.                 | Instructional 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.  | Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.  | Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers. |
| <b>1f:<br/>Developing a plan to evaluate the instructional support program</b>                        | Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.                           | Instructional specialist has a rudimentary plan to evaluate the instructional support program.  | Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.   |

**DOMAIN 2 FOR INSTRUCTIONAL SPECIALISTS: THE ENVIRONMENT**

| COMPONENT   | L E V E L   O F   P E R F O R M A N C E  |   |  |   |
|---|--|---|--|---|
|   | INEFFECTIVE  | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE  |
| <b>2a:<br/>Creating an environment of trust and respect</b>                                       | Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency. | Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.       | Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.                                      | Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.                                       |
| <b>2b:<br/>Establishing a culture for ongoing instructional improvement</b>                       | Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement. | Teachers do not resist the offerings of support from the instructional specialist.  | Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills. | Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist. |
| <b>2c:<br/>Establishing clear procedures for teachers to gain access to instructional support</b> | When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.                                     | Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not. | Instructional specialist has established clear procedures for teachers to use in gaining access to support.                                    | Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.           |

**DOMAIN 2 FOR INSTRUCTIONAL SPECIALISTS: THE ENVIRONMENT**

| COMPONENT   | L E V E L   O F   P E R F O R M A N C E  |   |  |  |
|---|--|---|--|--|
|   | INEFFECTIVE  | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE   |
| <b>2d:<br/>Establishing and maintaining norms of behavior for professional interactions</b> | No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.  | Instructional specialist's efforts to establish norms of professional conduct are partially successful. | Instructional specialist has established clear norms of mutual respect for professional interaction.   | Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct. |
| <b>2e:<br/>Organizing physical space for workshops or training</b>                          | Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities. | The physical environment does not impede workshop activities.   | Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities. | Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.   |



**DOMAIN 3 FOR INSTRUCTIONAL SPECIALISTS: DELIVERY OF SERVICE**

| COMPONENT   | L E V E L O F P E R F O R M A N C E  |  |  |  |
|---|--|--|--|--|
|   | INEFFECTIVE  | MINIMALLY EFFECTIVE  | EFFECTIVE  | HIGHLY EFFECTIVE   |
| <b>3a:<br/>Collaborating with teachers in the design of instructional units and lessons</b> | Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.                   | Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.                   | Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.                             | Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.  |
| <b>3b:<br/>Engaging teachers in learning new instructional skills</b>                       | Teachers decline opportunities to engage in professional learning.   | Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.                                  | All teachers are engaged in acquiring new instructional skills.  | Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.  |
| <b>3c:<br/>Sharing expertise with staff</b>   | Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served. | The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served. | The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. | The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers. |

**DOMAIN 3 FOR INSTRUCTIONAL SPECIALISTS: DELIVERY OF SERVICE**

| COMPONENT   | L E V E L O F P E R F O R M A N C E   |   |  |   |
|---|---|---|--|---|
|   | INEFFECTIVE   | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE  |
| <b>3d:<br/>Locating resources for teachers to support instructional improvement</b> | Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so. | Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available. | Instructional specialist locates resources for instructional improvement for teachers when asked to do so. | Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.                          |
| <b>3e:<br/>Demonstrating flexibility and responsiveness</b>                         | Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.   | Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.  | Instructional specialist makes revisions to the support program when it is needed.                         | Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input. |

**DOMAIN 4 INSTRUCTIONAL SPECIALISTS: PROFESSIONAL RESPONSIBILITIES**

| COMPONENT   | L E V E L   O F   P E R F O R M A N C E   |   |  |   |
|---|---|---|--|---|
|   | INEFFECTIVE   | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE  |
| <b>4a:<br/>Reflecting on practice</b>                                 | Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.                                 | Instructional 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.      | Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved. | Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each. |
| <b>4b:<br/>Preparing and submitting budgets and reports</b>           | Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late. | Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time. | Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.   | Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.   |
| <b>4c:<br/>Coordinating work with other instructional specialists</b> | Instructional specialist makes no effort to collaborate with other instructional specialists within the district.                         | Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.  | Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.  | Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.  |

**DOMAIN 4 FOR INSTRUCTIONAL SPECIALISTS: PROFESSIONAL RESPONSIBILITIES**

| COMPONENT   | L E V E L   O F   P E R F O R M A N C E   |   |  |  |
|---|---|---|--|--|
|   | INEFFECTIVE   | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE   |
| <b>4d:<br/>Participating in a professional community</b>                        | Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects. | Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested. | Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.  |
| <b>4e:<br/>Engaging in professional development</b>                             | Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.           | Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.                                      | Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.                                       | Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists. |
| <b>4f:<br/>Showing professionalism, including integrity and confidentiality</b> | Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.   | Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.   | Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.               | Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.  |

**Domain 5: Student Achievement Growth**

**Elements:** Implementing and achieving the building school improvement goals \*Assessment/Reporting and Analysis \*Teacher/Parent communication \*Individual Student Growth

**LEVEL OF PERFORMANCE**

| <b>Element</b>   | <b>INEFFECTIVE</b>   | <b>MINIMALLY EFFECTIVE</b>   | <b>EFFECTIVE</b>  | <b>HIGHLY EFFECTIVE</b>   |
|--|--|--|---|---|
| <b>School Improvement Goals</b>  | Teacher does not demonstrate the implementation of school improvement strategies.                            | Teacher demonstrates implementation of school improvement strategies.  | Teacher demonstrates implementation of school improvement strategies and data analysis of results.  | Teacher demonstrates implementation of school improvement strategies, data analysis of results, and use of results to make improvements in the classroom.   |
| <b>Assessment Reporting and Analysis</b>   | Little reporting on or communication of student performance on state or local assessments is evident.        | Timely reports about student performance on state or local assessments are provided to students, parents, and appropriate others at required intervals. The teacher accurately maintains required records of student work and performance, and students are provided general feedback. Parents are notified as required. | In addition to Minimally Effective standards, students are informed regularly in the classroom regarding their mastery of student performance indicators. The teacher maintains accurate, current records of student work, and parents are informed on a timely basis of a student's achievement through systematic communication procedures. | In addition to Minimally Effective and Effective standards, the teacher completes an item analysis on standardized or classroom assessments to determine specific areas for further instruction. The teacher has data accessible upon request and refines communication strategies to assure that parent and student feedback will effect a change. |
| <b>Teacher/Parent Contact per Trimester in Reference to an Individual Student (Contact rate for elementary Art/Music/PE is annually)</b> | Teacher/Parent contact was 69% or less.  | Teacher/Parent contact was between 70-79%.   | Teacher/Parent contact was between 80-89%.  | Teacher/Parent contact was 90% or higher.   |
| <b>Individuals Student Academic Growth</b>   | Teacher shows little or no academic growth for individual students and has little evidence of interventions. | Teacher shows some evidence supporting student academic growth and has some evidence of intervention implementation.   | Teacher uses formative assessments in the classroom 2-3 times per week to adjust instruction. I CAN statements are clearly posted for students to track in each unit. Interventions are implemented in a systematic way.  | Teacher uses formative assessments 4-5 times per week to adjust instruction. I CAN statements are tracked by individual students to adjust their learning. Interventions are implemented in a timely and systematic way. Teacher is a valuable mentor for other colleagues.   |

**DOMAIN 1 FOR SCHOOL COUNSELORS: PLANNING AND PREPARATION**

| COMPONENT   | L E V E L O F P E R F O R M A N C E  |   |   |  |
|---|--|---|---|--|
|   | INEFFECTIVE  | MINIMALLY EFFECTIVE   | EFFECTIVE   | HIGHLY EFFECTIVE   |
| <b>1a:<br/>Demonstrating knowledge of counseling theory and techniques</b>                                      | 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.  |
| <b>1b:<br/>Demonstrating knowledge of child and adolescent development</b>                                      | 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. |
| <b>1c:<br/>Establishing goals for the counseling program appropriate to the setting and the students served</b> | 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.                    |

**DOMAIN 1 FOR SCHOOL COUNSELORS: PLANNING AND PREPARATION**

| COMPONENT   | L E V E L O F P E R F O R M A N C E   |  |  |  |
|---|---|--|--|--|
|   | INEFFECTIVE   | MINIMALLY EFFECTIVE  | EFFECTIVE  | HIGHLY EFFECTIVE   |
| <b>1d:<br/>Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</b> | 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. |
| <b>1e:<br/>Planning the counseling program, integrated with the regular school program</b>  | 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.                        |
| <b>1f:<br/>Developing a plan to evaluate the counseling program</b>   | 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.                 |

**DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT**

| COMPONENT  | L E V E L O F P E R F O R M A N C E   |   |  |  |
|--|---|---|--|--|
|  | INEFFECTIVE   | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE   |
| <b>2a:<br/>Creating an environment of respect and rapport</b>      | 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.                     |
| <b>2b:<br/>Establishing a culture for productive communication</b> | 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. |
| <b>2c:<br/>Managing routines and procedures</b>                    | Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.  | Counselor has rudimentary and partially successful routines for the counseling center or classroom.   | Counselor's routines for the counseling center or classroom work effectively.  | Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.   |



**DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT**

| COMPONENT   | L E V E L O F P E R F O R M A N C E  |  |   |  |
|---|--|--|---|--|
|   | INEFFECTIVE  | MINIMALLY EFFECTIVE  | EFFECTIVE   | HIGHLY EFFECTIVE   |
| <b>2d:<br/>Establishing standards of conduct and contributing to the culture for student behavior throughout the school</b> | 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. |
| <b>2e:<br/>Organizing physical space</b>  | The physical environment is in disarray or is inappropriate to the planned activities.   | Counselor's attempts to create an inviting and well-organized physical environment are partially successful.   | Counseling center or classroom arrangements are inviting and conducive to the planned activities.   | Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.   |

**DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE**

| COMPONENT   | L E V E L   O F   P E R F O R M A N C E   |  |   |  |
|---|---|--|---|--|
|   | INEFFECTIVE   | MINIMALLY EFFECTIVE  | EFFECTIVE   | HIGHLY EFFECTIVE   |
| <b>3a:<br/>Assessing student needs</b>  | 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.   |
| <b>3b:<br/>Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs</b> | 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.  |
| <b>3c:<br/>Using counseling techniques in individual and classroom programs</b>   | 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. |

**DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE**

| COMPONENT   | L E V E L O F P E R F O R M A N C E   |  |  |   |
|---|---|--|--|---|
|   | INEFFECTIVE   | MINIMALLY EFFECTIVE  | EFFECTIVE  | HIGHLY EFFECTIVE  |
| <b>3d:<br/>Brokering resources<br/>to meet needs</b>            | 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.                    |
| <b>3e:<br/>Demonstrating flexibility and<br/>responsiveness</b> | 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. |

**DOMAIN 4 FOR SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES**

| COMPONENT  | L E V E L   O F   P E R F O R M A N C E   |   |   |   |
|--|---|---|---|---|
|  | INEFFECTIVE   | MINIMALLY EFFECTIVE   | EFFECTIVE   | HIGHLY EFFECTIVE  |
| <b>4a:<br/>Reflecting on practice</b>                                      | 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. |
| <b>4b:<br/>Maintaining records and submitting them in a timely fashion</b> | 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.  |
| <b>4c:<br/>Communicating with families</b>                                 | 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.  |

**DOMAIN 4 FOR SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES**

| COMPONENT  | L E V E L   O F   P E R F O R M A N C E  |   |   |   |
|--|--|---|---|---|
|  | INEFFECTIVE  | MINIMALLY EFFECTIVE   | EFFECTIVE   | HIGHLY EFFECTIVE  |
| <b>4d:<br/>Participating in a professional community</b> | Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.      | Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested. | 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.   |
| <b>4e:<br/>Engaging in professional development</b>      | Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills. | Counselor's participation in professional development activities is limited to those that are convenient or 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. |
| <b>4f:<br/>Showing professionalism</b>                   | 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.          |

### Domain 5: Student Achievement Growth

**Elements:** Implementing and achieving the building school improvement goals \*Assessment/Reporting and Analysis \*Teacher/Parent communication \*Individual Student Growth

#### LEVEL OF PERFORMANCE

| <b>Element</b>   | <b>INEFFECTIVE</b>  | <b>MINIMALLY EFFECTIVE</b>   | <b>EFFECTIVE</b>   | <b>HIGHLY EFFECTIVE</b>  |
|--|---|--|--|--|
| <b>School Improvement goals</b>                                | Counselor does not support the implementation of school improvement strategies.                       | Counselor demonstrates support of school improvement strategies.   | Counselor supports implementation of teachers using school improvement strategies and completes building level data analysis of results.   | Counselor demonstrates support of school improvement strategies, data analysis of results, and use of results to assist with improvements in the classroom.  |
| <b>Assessment Reporting and Analysis</b>                       | Little reporting on or communication of student performance on state or local assessments is evident. | Timely reports about student performance on state assessments are provided to students, parents, and appropriate others at required intervals. The counselor accurately maintains required records of student data and progress. Parents are notified as required. | In addition to minimally effective standards, students are informed annually of academic performance goals. The counselor maintains accurate, current records of student scores, and parents are informed on a timely basis of a student's graduation track through systematic communication procedures. | In addition to minimally effective and effective standards, the counselor completes an annual audit to further assist with graduation. The counselor has data accessible upon request and refines communication strategies to assure that parent and student progress is effectively communicated. |
| <b>Counselor/Parent contact per year (% based on caseload)</b> | Counselor/Parent contact was 69% or less.   | Counselor/Parent contact was between 70-79%.   | Counselor/Parent contact was between 80-89%.   | Counselor/Parent contact was 90% or higher.  |

# Self-Assessment of Practice for Classroom Teachers

Teacher \_\_\_\_\_ School \_\_\_\_\_ Grade Level(s) \_\_\_\_\_

Subject(s) \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

*Directions:* Consider your teaching practice and determine for each component of the framework for teaching, the level of performance that best reflects you. Check the box in the ONE category that best describes your teaching practice. Any ratings of ineffective or highly effective must be accompanied with evidence. Your ratings in this rubric will be transferred to the table which follows this rubric to give you and the administrator a snapshot of your self assessment.

## Domain 1: Planning and Preparation

| Component   | INEFFECTIVE  | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE  |
|---|--|---|--|---|
| <b>1a<br/>Demonstrating<br/>Knowledge of<br/>Content and<br/>Pedagogy</b> | The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline. | The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.  | The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline. | The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. |
| <i>Evidence</i>   |  |   |  |   |
| Component   | INEFFECTIVE  | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE  |
| <b>1b<br/>Demonstrating<br/>Knowledge of<br/>Students</b>                 | The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.                      | The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole. | The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.      | The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.  |
| <i>Evidence</i>   |  |   |  |   |

| Component  | INEFFECTIVE   | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE  |
|--|---|---|--|---|
| <b>1c<br/>Setting Instructional Outcomes</b>       | Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.         | Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration. | Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination. | Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students. |
| <i>Evidence</i>                                    |   |   |  |   |
| Component  | INEFFECTIVE   | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE  |
| <b>1d<br/>Demonstrating Knowledge of Resources</b> | The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge. | The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.  | The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.  | The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.   |
| <i>Evidence</i>                                    |   |   |  |   |



| Component                                    | INEFFECTIVE   | MINIMALLY EFFECTIVE   | EFFECTIVE   | HIGHLY EFFECTIVE   |
|--|---|---|---|--|
| <b>1e<br/>Designing Coherent Instruction</b> | The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.  | The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. | The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. | The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs. |
| <i>Evidence</i>                              |   |   |   |  |
| Component                                    | INEFFECTIVE   | MINIMALLY EFFECTIVE   | EFFECTIVE   | HIGHLY EFFECTIVE   |
| <b>1f<br/>Designing Student Assessments</b>  | The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction. | The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.  | The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.                             | The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.                 |
| <i>Evidence</i>                              |   |   |   |  |

**Domain 2: The Classroom Environment**

| Component   | INEFFECTIVE   | MINIMALLY EFFECTIVE  | EFFECTIVE   | HIGHLY EFFECTIVE  |
|---|---|--|---|---|
| <p><b>2a</b><br/> <b>Creating an Environment of Respect and Rapport</b></p> | <p>Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.</p> | <p>Classroom interactions, both between the teacher 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.</p> | <p>Classroom interactions, both between teacher 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.</p> | <p>Classroom interactions among the teacher and individual students 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 members of the class.</p> |

*Evidence*

| Component  | INEFFECTIVE   | MINIMALLY EFFECTIVE   | EFFECTIVE   | HIGHLY EFFECTIVE   |
|--|---|---|---|--|
| <p><b>2b</b><br/> <b>Establishing a Culture for Learning</b></p> | <p>The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.</p> | <p>The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."</p> | <p>The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.</p> | <p>High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.</p> |

*Evidence*

| Component   | INEFFECTIVE  | MINIMALLY EFFECTIVE  | EFFECTIVE  | HIGHLY EFFECTIVE   |
|---|--|--|--|--|
| <b>2c<br/>Managing<br/>Classroom<br/>Procedures</b> | Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. | Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective. | Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. | Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. |

*Evidence*

| Component                                   | INEFFECTIVE   | MINIMALLY EFFECTIVE  | EFFECTIVE  | HIGHLY EFFECTIVE   |
|---|---|--|--|--|
| <b>2d<br/>Managing Student<br/>Behavior</b> | There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity. | It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity. | Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |

*Evidence*

| Component                               | INEFFECTIVE   | MINIMALLY EFFECTIVE  | EFFECTIVE  | HIGHLY EFFECTIVE   |
|---|---|--|--|--|
| <b>2e<br/>Organizing Physical Space</b> | The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities. | The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success. | The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate for the learning activities. The teacher makes effective use of physical resources, including computer technology. | The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson. |
| <i>Evidence</i>                         |   |  |  |  |

**Domain 3: Instruction**

| Component                                 | INEFFECTIVE  | MINIMALLY EFFECTIVE  | EFFECTIVE   | HIGHLY EFFECTIVE  |
|---|--|--|---|---|
| <b>3a<br/>Communicating with Students</b> | Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development. | Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions. |
| <i>Evidence</i>                           |  |  |   |   |

| Component   | INEFFECTIVE  | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE  |
|---|--|---|--|---|
| <b>3b<br/>Using Questioning<br/>and Discussion<br/>Techniques</b> | The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion. | Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful. | Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate. | Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard. |

*Evidence*

| Component                                       | INEFFECTIVE  | MINIMALLY EFFECTIVE   | EFFECTIVE   | HIGHLY EFFECTIVE   |
|---|--|---|---|--|
| <b>3c<br/>Engaging Students<br/>in Learning</b> | Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. | Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained. | Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace. | Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure. |

*Evidence*

| Component   | INEFFECTIVE  | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE  |
|---|--|---|--|---|
| <b>3d<br/>Using Assessment<br/>in Instruction</b> | Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work. | Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. | Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. | Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources. |

*Evidence*

| Component  | INEFFECTIVE  | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE   |
|--|--|---|--|--|
| <b>3e<br/>Demonstrating<br/>Flexibility and<br/>Responsiveness</b> | The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. | The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. | The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests. | The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies. |

*Evidence*

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4a: Reflecting on Teaching

**Elements:** Accuracy • Use in future teaching

| ELEMENT                       | L E V E L O F P E R F O R M A N C E   |  |  |   |
|-------------------------------|---|--|--|---|
|                               | INEFFECTIVE   | MINIMALLY EFFECTIVE  | EFFECTIVE  | HIGHLY EFFECTIVE  |
| <b>Accuracy</b>               | Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. | Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. | Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. | Teacher makes a 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. |
| <i>Evidence</i>               |   |  |  |   |
| <b>Use in future teaching</b> | Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.  | Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.                        | Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.   | Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.   |
| <i>Evidence</i>               |   |  |  |   |

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4b: Maintaining Accurate Records

**Elements:** Student completion of assignments • Student progress in learning • Non-instructional records

| ELEMENT                                  | L E V E L   O F   P E R F O R M A N C E  |  |   |   |
|--|--|--|---|---|
|  | INEFFECTIVE  | MINIMALLY EFFECTIVE  | EFFECTIVE   | HIGHLY EFFECTIVE  |
| <b>Student completion of assignments</b> | Teacher's system for maintaining information on student completion of assignments is in disarray.                | Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective. | Teacher's system for maintaining information on student completion of assignments is fully effective. | Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.                        |
| <i>Evidence</i>                          |  |  |   |   |
| <b>Student progress in learning</b>      | Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. | Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.      | Teacher's system for maintaining information on student progress in learning is fully effective.      | Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records. |
| <i>Evidence</i>                          |  |  |   |   |



|                                  |  |  |  |   |
|----------------------------------|--|--|--|---|
| <b>Non-instructional records</b> | Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion. | Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors. | Teacher's system for maintaining information on non-instructional activities is fully effective. | Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance. |
| <b>Evidence</b>                  |  |  |  |   |

|  |  |  |   |   |
|--|--|--|---|---|
| <p><b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b><br/> Component 4c: Communicating with Families<br/> <b>Elements:</b> Information about the instructional program • Information about individual students • Engagement of families in the instructional program</p> |  |  |   |   |
|  | <b>L E V E L   O F   P E R F O R M A N C E</b>   |  |   |   |
| <b>ELEMENT</b>   | <b>INEFFECTIVE</b>   | <b>MINIMALLY EFFECTIVE</b>   | <b>EFFECTIVE</b>  | <b>HIGHLY EFFECTIVE</b>   |
| <b>Information about the instructional program</b>   | Teacher provides little or no information about the instructional program to families. | Teacher participates in the school's activities for family communication but offers little additional information. | Teacher provides frequent information to families, as appropriate, about the instructional program. | Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families. |
| <b>Evidence</b>  |  |  |   |   |

|   |   |   |   |  |
|---|---|---|---|--|
| <p><b>Information about individual students</b></p>               | <p>Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.</p> | <p>Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.</p> | <p>Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.</p> | <p>Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.</p> |
| <p><i>Evidence</i></p>  |   |   |   |  |
| <p><b>Engagement of families in the instructional program</b></p> | <p>Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.</p>   | <p>Teacher makes modest and partially successful attempts to engage families in the instructional program.</p>  | <p>Teacher's efforts to engage families in the instructional program are frequent and successful.</p>   | <p>Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.</p>                                     |
| <p><i>Evidence</i></p>  |   |   |   |  |

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4d: Participating in a Professional Community

**Elements:** Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects

| ELEMENT   | L E V E L   O F   P E R F O R M A N C E   |   |  |   |
|---|---|---|--|---|
|   | INEFFECTIVE   | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE  |
| <b>Relationships with colleagues</b>                    | Teacher's relationships with colleagues are negative or self-serving.                             | Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. | Relationships with colleagues are characterized by mutual support and cooperation. | Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty. |
| <i>Evidence</i>   |   |   |  |   |
| <b>Involvement in a culture of professional inquiry</b> | Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved. | Teacher becomes involved in the school's culture of inquiry when invited to do so.                              | Teacher actively participates in a culture of professional inquiry.                | Teacher takes a leadership role in promoting a culture of professional inquiry.   |
| <i>Evidence</i>   |   |   |  |   |

|  |   |   |   |  |
|--|---|---|---|--|
| <b>Service to the school</b>                         | Teacher avoids becoming involved in school events.                | Teacher participates in school events when specifically asked.                | Teacher volunteers to participate in school events, making a substantial contribution.                | Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.                |
| <b>Evidence</b>                                      |   |   |   |  |
| <b>Participation in school and district projects</b> | Teacher avoids becoming involved in school and district projects. | Teacher participates in school and district projects when specifically asked. | Teacher volunteers to participate in school and district projects, making a substantial contribution. | Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project. |
| <b>Evidence</b>                                      |   |   |   |  |

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4e: Growing and Developing Professionally

**Elements:** Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

| ELEMENT   | L E V E L   O F   P E R F O R M A N C E  |  |  |  |
|---|--|--|--|--|
|   | INEFFECTIVE  | MINIMALLY EFFECTIVE  | EFFECTIVE  | HIGHLY EFFECTIVE   |
| <b>Enhancement of content knowledge and pedagogical skill</b> | Teacher engages in no professional development activities to enhance knowledge or skill.                 | Teacher participates in professional activities to a limited extent when they are convenient.                              | Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.                   | Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. |
| <i>Evidence</i>   |  |  |  |  |
| <b>Receptivity to feedback from colleagues</b>                | Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. | Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. | Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. | Teacher seeks out feedback on teaching from both supervisors and colleagues.   |
| <i>Evidence</i>   |  |  |  |  |
| <b>Service to the profession</b>                              | Teacher makes no effort to share knowledge with others or to assume professional responsibilities.       | Teacher finds limited ways to contribute to the profession.  | Teacher participates actively in assisting other educators.  | Teacher initiates important activities to contribute to the profession.  |
| <i>Evidence</i>   |  |  |  |  |

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4f: Showing Professionalism

**Elements:** Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

| ELEMENT                              | L E V E L   O F   P E R F O R M A N C E  |  |   |   |
|--------------------------------------|--|--|---|---|
|                                      | INEFFECTIVE  | MINIMALLY EFFECTIVE  | EFFECTIVE   | HIGHLY EFFECTIVE  |
| <b>Integrity and ethical conduct</b> | Teacher displays dishonesty in interactions with colleagues, students, and the public.               | Teacher is honest in interactions with colleagues, students, and the public.           | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. | Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.                                     |
| <i>Evidence</i>                      |  |  |   |   |
| <b>Service to students</b>           | Teacher is not alert to students' needs.   | Teacher's attempts to serve students are inconsistent.                                 | Teacher is active in serving students.  | Teacher is highly proactive in serving students, seeking out resources when needed.   |
| <i>Evidence</i>                      |  |  |   |   |
| <b>Advocacy</b>                      | Teacher contributes to school practices that result in some students being ill served by the school. | Teacher does not knowingly contribute to some students being ill served by the school. | Teacher works to ensure that all students receive a fair opportunity to succeed.  | 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. |
| <i>Evidence</i>                      |  |  |   |   |

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4f: Showing Professionalism (*continued*)

**Elements:** Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

| ELEMENT  | L E V E L O F P E R F O R M A N C E  |  |  |   |
|--|--|--|--|---|
|  | INEFFECTIVE  | MINIMALLY EFFECTIVE  | EFFECTIVE  | HIGHLY EFFECTIVE  |
| <b>Decision making</b>                                 | Teacher makes decisions and recommendations based on self-serving interests. | Teacher's decisions and recommendations are based on limited though genuinely professional considerations. | Teacher maintains an open mind and participates in team or departmental decision making. | Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. |
| <i>Evidence</i>  |  |  |  |   |
| <b>Compliance with school and district regulations</b> | Teacher does not comply with school and district regulations.                | Teacher complies minimally with school and district regulations, doing just enough to get by.              | Teacher complies fully with school and district regulations.                             | Teacher complies fully with school and district regulations, taking a leadership role with colleagues.  |
| <i>Evidence</i>  |  |  |  |   |

### Domain 5: Student Achievement Growth

**Elements:** Implementing and achieving the building school improvement goals \*Assessment/Reporting and Analysis \*Teacher/Parent communication \*Individual Student Growth

#### LEVEL OF PERFORMANCE

| <b>Element</b>                            | <b>INEFFECTIVE</b>   | <b>MINIMALLY EFFECTIVE</b>  | <b>EFFECTIVE</b>  | <b>HIGHLY EFFECTIVE</b>  |
|---|--|---|---|--|
| School Improvement goals                  | Teacher does not demonstrate the implementation of school improvement strategies.                            | Teacher demonstrates implementation of school improvement strategies.   | Teacher demonstrates implementation of school improvement strategies and data analysis of results.  | Teacher demonstrates implementation of school improvement strategies, data analysis of results, and use of results to make improvements in the classroom.  |
| <i>Evidence</i>                           |  |   |   |  |
| Assessment Reporting and Analysis         | Little reporting on or communication of student performance on state or local assessments is evident.        | Timely reports about student performance on state and local assessments are provided to students, parents, and appropriate others at required intervals. The teacher accurately maintains required records of student work and performance, and students are provided general feedback. Parents are notified as required. | In addition to Minimally Effective standards, students are informed regularly in the classroom regarding their mastery of student performance indicators. The teacher maintains accurate, current records of student work, and parents are informed on a timely basis of a student's achievement through systematic communication procedures. | In addition to Minimally Effective and Effective standards, the teacher completes an item analysis on standardized and classroom assessments to determine specific areas for further instruction. The teacher has data accessible upon request and refines communication strategies to assure that parent and student feedback will effect a change. |
| <i>Evidence</i>                           |  |   |   |  |
| Teacher/Parent contact per trimester      | Teacher/Parent contact was 69% or less.  | Teacher/Parent contact was between 70-79%.  | Teacher/Parent contact was between 80-89%.  | Teacher/Parent contact was 90% or higher.  |
| <i>Evidence</i>                           |  |   |   |  |
| <b>Individual Student Academic Growth</b> | Teacher shows little or no academic growth for individual students and has little evidence of interventions. | Teacher shows some evidence supporting student academic growth and has some evidence of intervention implementation.  | Teacher uses formative assessments in the classroom 2-3 times per week to adjust instruction. I CAN statements are clearly posted for students to track in each unit. Interventions are implemented in a systematic way.  | Teacher uses formative assessments 4-5 times per week to adjust instruction. I CAN statements are tracked by individual students to adjust their learning. Interventions are implemented in a timely and systematic way. Teacher is a valuable mentor for other colleagues.  |
| <i>Evidence</i>                           |  |   |   |  |



# Self-Assessment of Practice for Instructional Specialists

Teacher \_\_\_\_\_ School \_\_\_\_\_ Grade Level(s) \_\_\_\_\_

Subject(s) \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

*Directions:* Consider your teaching practice and determine for each component of the framework for teaching, the level of performance that best reflects you. Check the box in the ONE category that best describes your teaching practice. Any ratings of ineffective or highly effective must be accompanied with evidence. Your ratings in this rubric will be transferred to the table which follows this rubric to give you and the administrator a snapshot of your self assessment.

| <b>DOMAIN 1 FOR INSTRUCTIONAL SPECIALISTS: PLANNING AND PREPARATION</b>   |  |  |   |   |
|---|--|--|---|---|
| <b>COMPONENT</b>  | <b>L E V E L   O F   P E R F O R M A N C E</b>   |  |   |   |
|   | <b>INEFFECTIVE</b>   | <b>MINIMALLY EFFECTIVE</b>   | <b>EFFECTIVE</b>  | <b>HIGHLY EFFECTIVE</b>   |
| <b>1a:<br/>Demonstrating knowledge of current trends in specialty area and professional development</b>               | Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.            | Instructional specialist demonstrates Minimally Effective familiarity with specialty area and trends in professional development.            | Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.                | Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.                |
| <b>Evidence</b>   |  |  |   |   |
| <b>1b:<br/>Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program</b> | Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program. | Instructional specialist demonstrates Minimally Effective knowledge of the school's program and of teacher skill in delivering that program. | Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program. | Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program. |

|  |   |  |  |   |
|--|---|--|--|---|
| <b>Evidence</b>  |   |  |  |   |
| <b>1c:<br/>Establishing goals for the instructional support program appropriate to the setting and the teachers served</b> | Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff. | Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff. | Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff. | Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues. |
| <b>Evidence</b>  |   |  |  |   |

**DOMAIN 1 FOR INSTRUCTIONAL SPECIALISTS: PLANNING AND PREPARATION**

| COMPONENT   | L E V E L   O F   P E R F O R M A N C E   |   |  |   |
|---|---|---|--|---|
|   | INEFFECTIVE   | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE  |
| <b>1d:<br/>Demonstrating knowledge of resources, both within and beyond the school and district</b>   | Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills. | Instructional specialist demonstrates Minimally Effective knowledge of resources available in the school and district for teachers to advance their skills. | Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills. | Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.   |
| <b>Evidence</b>   |   |   |  |   |
| <b>1e:<br/>Planning the instructional support program, integrated with the overall school program</b> | Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.                 | Instructional 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.  | Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.   | Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers. |
| <b>Evidence</b>   |   |   |  |   |

|   |  |   |  |  |
|---|--|---|--|--|
| <p><b>1f:<br/>Developing a plan to evaluate the instructional support program</b></p> | <p>Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.</p> | <p>Instructional specialist has a rudimentary plan to evaluate the instructional support program.</p> | <p>Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.</p> | <p>Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.</p> |
| <p><b>Evidence</b></p>  |  |   |  |  |

**DOMAIN 2 FOR INSTRUCTIONAL SPECIALISTS: THE ENVIRONMENT**

| COMPONENT   | L E V E L O F P E R F O R M A N C E  |   |  |   |
|---|--|---|--|---|
|   | INEFFECTIVE  | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE  |
| <b>2a:<br/>Creating an environment of trust and respect</b>                                       | Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency. | Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.       | Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.                                      | Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.                                       |
| <b>Evidence</b>   |  |   |  |   |
| <b>2b:<br/>Establishing a culture for ongoing instructional improvement</b>                       | Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement. | Teachers do not resist the offerings of support from the instructional specialist.  | Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills. | Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist. |
| <b>Evidence</b>   |  |   |  |   |
| <b>2c:<br/>Establishing clear procedures for teachers to gain access to instructional support</b> | When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.                                     | Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not. | Instructional specialist has established clear procedures for teachers to use in gaining access to support.                                    | Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.           |
| <b>Evidence</b>   |  |   |  |   |

**DOMAIN 2 FOR INSTRUCTIONAL SPECIALISTS: THE ENVIRONMENT**

L E V E L   O F   P E R F O R M A N C E

| COMPONENT   | L E V E L   O F   P E R F O R M A N C E  |   |  |  |
|---|--|---|--|--|
|   | INEFFECTIVE  | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE   |
| <b>2d:<br/>Establishing and maintaining norms of behavior for professional interactions</b> | No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.  | Instructional specialist's efforts to establish norms of professional conduct are partially successful. | Instructional specialist has established clear norms of mutual respect for professional interaction.   | Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct. |
| <b>Evidence</b>   |  |   |  |  |
| <b>2e:<br/>Organizing physical space for workshops or training</b>                          | Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities. | The physical environment does not impede workshop activities.   | Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities. | Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.   |
| <b>Evidence</b>   |  |   |  |  |

**DOMAIN 3 FOR INSTRUCTIONAL SPECIALISTS: DELIVERY OF SERVICE**

| COMPONENT   | L E V E L   O F   P E R F O R M A N C E  |  |  |  |
|---|--|--|--|--|
|   | INEFFECTIVE  | MINIMALLY EFFECTIVE  | EFFECTIVE  | HIGHLY EFFECTIVE   |
| <b>3a:<br/>Collaborating with teachers in the design of instructional units and lessons</b> | Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.                   | Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.                   | Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.                             | Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.  |
| <b>Evidence</b>   |  |  |  |  |
| <b>3b:<br/>Engaging teachers in learning new instructional skills</b>                       | Teachers decline opportunities to engage in professional learning.   | Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.                                  | All teachers are engaged in acquiring new instructional skills.  | Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.  |
| <b>Evidence</b>   |  |  |  |  |
| <b>3c:<br/>Sharing expertise with staff</b>   | Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served. | The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served. | The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. | The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers. |
| <b>Evidence</b>   |  |  |  |  |

**DOMAIN 3 FOR INSTRUCTIONAL SPECIALISTS: DELIVERY OF SERVICE**

| COMPONENT   | L E V E L   O F   P E R F O R M A N C E   |   |  |   |
|---|---|---|--|---|
|   | INEFFECTIVE   | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE  |
| <b>3d:<br/>Locating resources for teachers to support instructional improvement</b> | Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so. | Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available. | Instructional specialist locates resources for instructional improvement for teachers when asked to do so. | Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.                          |
| <b>Evidence</b>   |   |   |  |   |
| <b>3e:<br/>Demonstrating flexibility and responsiveness</b>                         | Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.   | Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.  | Instructional specialist makes revisions to the support program when it is needed.                         | Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input. |
| <b>Evidence</b>   |   |   |  |   |



**DOMAIN 4 FOR INSTRUCTIONAL SPECIALISTS: PROFESSIONAL RESPONSIBILITIES**

| COMPONENT   | L E V E L   O F   P E R F O R M A N C E   |   |  |   |
|---|---|---|--|---|
|   | INEFFECTIVE   | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE  |
| <b>4a:<br/>Reflecting on practice</b>                       | Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.                                 | Instructional 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.      | Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved. | Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each. |
| <b>Evidence</b>   |   |   |  |   |
| <b>4b:<br/>Preparing and submitting budgets and reports</b> | Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late. | Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time. | Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.   | Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.   |
| <b>Evidence</b>   |   |   |  |   |

|   |   |  |   |  |
|---|---|--|---|--|
| <b>4c:<br/>Coordinating work with other instructional specialists</b> | Instructional specialist makes no effort to collaborate with other instructional specialists within the district. | Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate. | Instructional specialist initiates efforts to collaborate with other instructional specialists within the district. | Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district. |
| <b>Evidence</b>   |   |  |   |  |

**DOMAIN 4 FOR INSTRUCTIONAL SPECIALISTS: PROFESSIONAL RESPONSIBILITIES**

| <b>COMPONENT</b>   | <b>L E V E L   O F   P E R F O R M A N C E</b>  |   |  |  |
|--|---|---|--|--|
|  | <b>INEFFECTIVE</b>  | <b>MINIMALLY EFFECTIVE</b>  | <b>EFFECTIVE</b>   | <b>HIGHLY EFFECTIVE</b>  |
| <b>4d:<br/>Participating in a professional community</b> | Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects. | Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested. | Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.  |
| <b>Evidence</b>  |   |   |  |  |
| <b>4e:<br/>Engaging in professional development</b>      | Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.           | Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.                                      | Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.                                       | Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists. |

|   |   |   |  |   |
|---|---|---|--|---|
| <b>Evidence</b>   |   |   |  |   |
| <b>4f:<br/>Showing professionalism,<br/>including integrity and<br/>confidentiality</b> | Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality. | Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality. | Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality. | Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality. |
| <b>Evidence</b>   |   |   |  |   |

### Domain 5: Student Achievement Growth

**Elements:** Implementing and achieving the building school improvement goals \*Assessment/Reporting and Analysis \*Teacher/Parent communication \*Individual Student Growth

#### LEVEL OF PERFORMANCE

| Element  | INEFFECTIVE   | MINIMALLY EFFECTIVE  | EFFECTIVE   | HIGHLY EFFECTIVE  |
|--|---|--|---|---|
| <b>School Improvement Goals</b>  | Teacher does not demonstrate the implementation of school improvement strategies.                     | Teacher demonstrates implementation of school improvement strategies.  | Teacher demonstrates implementation of school improvement strategies and data analysis of results.  | Teacher demonstrates implementation of school improvement strategies, data analysis of results, and use of results to make improvements in the classroom.   |
| <b>Evidence</b>  |   |  |   |   |
| <b>Assessment Reporting and Analysis</b>   | Little reporting on or communication of student performance on state or local assessments is evident. | Timely reports about student performance on state or local assessments are provided to students, parents, and appropriate others at required intervals. The teacher accurately maintains required records of student work and performance, and students are provided general feedback. Parents are notified as required. | In addition to Minimally Effective standards, students are informed regularly in the classroom regarding their mastery of student performance indicators. The teacher maintains accurate, current records of student work, and parents are informed on a timely basis of a student's achievement through systematic communication procedures. | In addition to Minimally Effective and Effective standards, the teacher completes an item analysis on standardized or classroom assessments to determine specific areas for further instruction. The teacher has data accessible upon request and refines communication strategies to assure that parent and student feedback will effect a change. |
| <b>Evidence</b>  |   |  |   |   |
| <b>Teacher/Parent Contact per Trimester in Reference to an Individual Student (Contact rate for elementary Art/Music/PE is annually)</b> | Teacher/Parent contact was 69% or less.   | Teacher/Parent contact was between 70-79%.   | Teacher/Parent contact was between 80-89%.  | Teacher/Parent contact was 90% or higher.   |
| <b>Evidence</b>  |   |  |   |   |
|  |   |  |   |   |

|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  |  |   |
| <b>Individuals Student Academic Growth</b> | Teacher shows little or no academic growth for individual students and has little evidence of interventions. | Teacher shows some evidence supporting student academic growth and has some evidence of intervention implementation. | Teacher uses formative assessments in the classroom 2-3 times per week to adjust instruction. I CAN statements are clearly posted for students to track in each unit. Interventions are implemented in a systematic way. | Teacher uses formative assessments 4-5 times per week to adjust instruction. I CAN statements are tracked by individual students to adjust their learning. Interventions are implemented in a timely and systematic way. Teacher is a valuable mentor for other colleagues. |
| <b>Evidence</b>                            |  |  |  |   |

## Self-Assessment of Practice for a Counselor

Counselor \_\_\_\_\_ School \_\_\_\_\_ Grade Level(s) \_\_\_\_\_

Subject(s) \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

*Directions:* Consider your counseling practice and determine for each component of the framework for counselors, the level of performance that best reflects you. Check the box in the ONE category that best describes your professional practice. Any ratings of ineffective or highly effective must be accompanied with evidence. Your ratings in this rubric will be transferred to the table which follows this rubric to give you and the administrator a snapshot of your self assessment.

| <b>DOMAIN 1 FOR SCHOOL COUNSELORS: PLANNING AND PREPARATION</b>            |  |   |   |  |
|--|--|---|---|--|
| <b>COMPONENT</b>   | <b>L E V E L   O F   P E R F O R M A N C E</b>                                   |   |   |  |
|  | <b>INEFFECTIVE</b>   | <b>MINIMALLY EFFECTIVE</b>  | <b>EFFECTIVE</b>  | <b>HIGHLY EFFECTIVE</b>  |
| <b>1a:<br/>Demonstrating knowledge of counseling theory and techniques</b> | 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.  |
| <b>Evidence</b>  |  |   |   |  |
| <b>1b:<br/>Demonstrating knowledge of child and adolescent development</b> | 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. |

|   |   |  |  |   |
|---|---|--|--|---|
| <b>Evidence</b>   |   |  |  |   |
| <b>1c:<br/>Establishing goals for the counseling program appropriate to the setting and the students served</b>                         | 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. |
| <b>Evidence</b>   |   |  |  |   |
| <b>1d:<br/>Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</b> | 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.  |
| <b>Evidence</b>   |   |  |  |   |
| <b>1e:<br/>Planning the counseling program, integrated with the regular school program</b>  | 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.   |
| <b>Evidence</b>   |   |  |  |   |

|   |  |  |  |  |
|---|--|--|--|--|
| <b>1f:<br/>Developing a plan to evaluate<br/>the counseling program</b> | 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. |
| <b>Evidence</b>   |  |  |  |  |



**DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT**

| COMPONENT  | L E V E L   O F   P E R F O R M A N C E   |   |  |  |
|--|---|---|--|--|
|  | INEFFECTIVE   | MINIMALLY EFFECTIVE   | EFFECTIVE  | HIGHLY EFFECTIVE   |
| <b>2a:<br/>Creating an environment of respect and rapport</b>      | 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.                     |
| <b>Evidence</b>  |   |   |  |  |
| <b>2b:<br/>Establishing a culture for productive communication</b> | 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. |
| <b>Evidence</b>  |   |   |  |  |
| <b>2c:<br/>Managing routines and procedures</b>                    | Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.  | Counselor has rudimentary and partially successful routines for the counseling center or classroom.   | Counselor's routines for the counseling center or classroom work effectively.  | Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.   |
| <b>Evidence</b>  |   |   |  |  |

**DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT**

| COMPONENT   | L E V E L   O F   P E R F O R M A N C E  |  |   |  |
|---|--|--|---|--|
|   | INEFFECTIVE  | MINIMALLY EFFECTIVE  | EFFECTIVE   | HIGHLY EFFECTIVE   |
| <b>2d:<br/>Establishing standards of conduct and contributing to the culture for student behavior throughout the school</b> | 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. |
| <b>Evidence</b>   |  |  |   |  |
| <b>2e:<br/>Organizing physical space</b>  | The physical environment is in disarray or is inappropriate to the planned activities.   | Counselor's attempts to create an inviting and well-organized physical environment are partially successful.   | Counseling center or classroom arrangements are inviting and conducive to the planned activities.   | Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.   |
| <b>Evidence</b>   |  |  |   |  |

**DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE**

| COMPONENT   | L E V E L   O F   P E R F O R M A N C E   |  |   |  |
|---|---|--|---|--|
|   | INEFFECTIVE   | MINIMALLY EFFECTIVE  | EFFECTIVE   | HIGHLY EFFECTIVE   |
| <b>3a:<br/>Assessing student needs</b>  | 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.   |
| <b>Evidence</b>   |   |  |   |  |
| <b>3b:<br/>Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs</b> | 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.  |
| <b>Evidence</b>   |   |  |   |  |
| <b>3c:<br/>Using counseling techniques in individual and classroom programs</b>   | 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. |
| <b>Evidence</b>   |   |  |   |  |

**DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE**

| COMPONENT   | L E V E L   O F   P E R F O R M A N C E   |  |  |   |
|---|---|--|--|---|
|   | INEFFECTIVE   | MINIMALLY EFFECTIVE  | EFFECTIVE  | HIGHLY EFFECTIVE  |
| <b>3d:<br/>Brokering resources<br/>to meet needs</b>            | 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.                    |
| <b>Evidence</b>   |   |  |  |   |
| <b>3e:<br/>Demonstrating flexibility and<br/>responsiveness</b> | 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. |
| <b>Evidence</b>   |   |  |  |   |

**DOMAIN 4 FOR SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES**

| COMPONENT  | L E V E L   O F   P E R F O R M A N C E   |   |   |   |
|--|---|---|---|---|
|  | INEFFECTIVE   | MINIMALLY EFFECTIVE   | EFFECTIVE   | HIGHLY EFFECTIVE  |
| <b>4a:<br/>Reflecting on practice</b>                                      | 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. |
| <b>Evidence</b>  |   |   |   |   |
| <b>4b:<br/>Maintaining records and submitting them in a timely fashion</b> | 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.  |
| <b>Evidence</b>  |   |   |   |   |

|  |  |  |  |   |
|--|--|--|--|---|
| <p><b>4c:</b><br/><b>Communicating with families</b></p> | <p>Counselor provides no information to families, either about the counseling program as a whole or about individual students.</p> | <p>Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.</p> | <p>Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.</p> | <p>Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.</p> |
| <p><b>Evidence</b></p>                                   |  |  |  |   |

**DOMAIN 4 FOR SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES**

| COMPONENT  | L E V E L O F P E R F O R M A N C E  |   |   |   |
|--|--|---|---|---|
|  | INEFFECTIVE  | MINIMALLY EFFECTIVE   | EFFECTIVE   | HIGHLY EFFECTIVE  |
| <b>4d:<br/>Participating in a professional community</b> | Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.      | Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested. | 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.   |
| <b>Evidence</b>  |  |   |   |   |
| <b>4e:<br/>Engaging in professional development</b>      | Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills. | Counselor's participation in professional development activities is limited to those that are convenient or 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. |
| <b>Evidence</b>  |  |   |   |   |

|   |   |   |  |   |
|---|---|---|--|---|
| <p><b>4f:<br/>Showing professionalism</b></p> | <p>Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.</p> | <p>Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.</p> | <p>Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.</p> | <p>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.</p> |
| <p><b>Evidence</b></p>                        |   |   |  |   |



### Domain 5: Student Achievement Growth

**Elements:** Implementing and achieving the building school improvement goals \*Assessment/Reporting and Analysis \*Teacher/Parent communication \*Individual Student Growth

#### LEVEL OF PERFORMANCE

| Element   | INEFFECTIVE   | MINIMALLY EFFECTIVE  | EFFECTIVE  | HIGHLY EFFECTIVE   |
|---|---|--|--|--|
| School Improvement goals                                | Counselor does not support the implementation of school improvement strategies.                       | Counselor demonstrates support of school improvement strategies.   | Counselor supports implementation of teachers using school improvement strategies and completes building level data analysis of results.   | Counselor demonstrates support of school improvement strategies, data analysis of results, and use of results to assist with improvements in the classroom.  |
| <b>Evidence</b>   |   |  |  |  |
| Assessment Reporting and Analysis                       | Little reporting on or communication of student performance on state or local assessments is evident. | Timely reports about student performance on state assessments are provided to students, parents, and appropriate others at required intervals. The counselor accurately maintains required records of student data and progress. Parents are notified as required. | In addition to minimally effective standards, students are informed annually of academic performance goals. The counselor maintains accurate, current records of student scores, and parents are informed on a timely basis of a student's graduation track through systematic communication procedures. | In addition to minimally effective and effective standards, the counselor completes an annual audit to further assist with graduation. The counselor has data accessible upon request and refines communication strategies to assure that parent and student progress is effectively communicated. |
| <b>Evidence</b>   |   |  |  |  |
| Counselor/Parent contact per year (% based on caseload) | Counselor/Parent contact was 69% or less.   | Counselor/Parent contact was between 70-79%.   | Counselor/Parent contact was between 80-89%.   | Counselor/Parent contact was 90% or higher.  |
| <b>Evidence</b>   |   |  |  |  |

## Self-Assessment of Practice Summary for Classroom Teacher

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_ Date \_\_\_\_\_

Use the table below to check the ONE box that reflects your rating category from the self assessment summary. This gives you and the administrator a snapshot of the categories.

**I = Ineffective ME = Minimally Effective E = Effective HE = Highly Effective**

| <b>Domain 1: Planning and Preparation</b>           | I | ME | E | HE |
|---|---|----|---|----|
| 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                   |   |    |   |    |
| <b>Domain 2: Classroom Environment</b>              | I | ME | E | HE |
| 2a: Creating an Environment of Respect and Rapport  |   |    |   |    |
| 2b: Establishing a Culture for Learning             |   |    |   |    |

Self-Assessment of Practice Summary

|  |   |    |   |    |
|--|---|----|---|----|
| 2c: Managing Classroom Procedures                |   |    |   |    |
| 2d: Managing Student Behavior                    |   |    |   |    |
| 2e: Organizing Physical Space                    |   |    |   |    |
| <b>Domain 3: Instruction</b>                     | I | ME | E | HE |
| 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 |   |    |   |    |
| <b>Domain 4: Professional Responsibilities</b>   | I | ME | E | HE |
| 4a: Reflecting on Teaching                       |   |    |   |    |
| 4b: Maintaining Accurate Records                 |   |    |   |    |

|   |   |    |   |    |
|---|---|----|---|----|
| 4c: Communicating with Families               |   |    |   |    |
| 4d: Participating in a Professional Community |   |    |   |    |
| 4e: Growing and Developing Professionally     |   |    |   |    |
| 4f: Showing Professionalism                   |   |    |   |    |
| <b>Domain 5: Student Achievement/Growth</b>   | I | ME | E | HE |
| 5a: School Improvement Goals                  |   |    |   |    |
| 5b. Assessment Reporting and Analysis         |   |    |   |    |
| 5c. Parent Communication                      |   |    |   |    |
| 5d. Individual Student Growth                 |   |    |   |    |

## Self-Assessment of Practice Summary for Instructional Specialists

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_ Date \_\_\_\_\_

Use the table below to check the ONE box that reflects your rating category from the self assessment summary. This gives you and the administrator a snapshot of the categories.

**I = Ineffective ME = Minimally Effective E = Effective HE = Highly Effective**

| <b>Domain 1: Planning and Preparation</b>  | I | ME | E | HE |
|--|---|----|---|----|
| 1a: Demonstrating knowledge of counseling theory and techniques  |   |    |   |    |
| 1b: Demonstrating knowledge of child and adolescent development  |   |    |   |    |
| 1c: Establishing goals for the counseling program appropriate to the setting and the students served                         |   |    |   |    |
| 1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district |   |    |   |    |
| 1e: Planning the counseling program, integrated with the regular school program  |   |    |   |    |
| 1f: Developing a plan to evaluate the counseling program   |   |    |   |    |
| <b>Domain 2: Classroom Environment</b>   | I | ME | E | HE |
| 2a: Creating an environment of respect and rapport   |   |    |   |    |
| 2b: Establishing a culture for productive communication  |   |    |   |    |

Self-Assessment of Practice Summary

|  |   |    |   |    |
|--|---|----|---|----|
| 2c: Managing routines and procedures   |   |    |   |    |
| 2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school                           |   |    |   |    |
| 2e: Organizing physical space  |   |    |   |    |
| <b>Domain 3: Instruction</b>   | I | ME | E | HE |
| 3a: Assessing student needs  |   |    |   |    |
| 3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs |   |    |   |    |
| 3c: Using counseling techniques in individual and classroom programs   |   |    |   |    |
| 3d: Brokering resources to meet needs  |   |    |   |    |
| 3e: Demonstrating flexibility and responsiveness   |   |    |   |    |
| <b>Domain 4: Professional Responsibilities</b>   | I | ME | E | HE |
| 4a: Reflecting on practice   |   |    |   |    |
| 4b: Maintaining records and submitting them in a timely fashion  |   |    |   |    |

|   |   |    |   |    |
|---|---|----|---|----|
| 4c: Communicating with families               |   |    |   |    |
| 4d: Participating in a Professional Community |   |    |   |    |
| 4e: Engaging in professional development      |   |    |   |    |
| 4f: Showing professionalism                   |   |    |   |    |
| <b>Domain 5: Student Achievement/Growth</b>   | I | ME | E | HE |
| 5a: School Improvement Goals                  |   |    |   |    |
| 5b. Assessment Reporting and Analysis         |   |    |   |    |
| 5c. Parent Communication                      |   |    |   |    |

## Self-Assessment of Practice Summary for Counselors

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject \_\_\_\_\_ Date \_\_\_\_\_

Use the table below to check the ONE box that reflects your rating category from the self assessment summary. This gives you and the administrator a snapshot of the categories.

**I = Ineffective ME = Minimally Effective E = Effective HE = Highly Effective**

| <b>Domain 1: Planning and Preparation</b>   | I | ME | E | HE |
|---|---|----|---|----|
| 1a: Demonstrating knowledge of current trends in specialty area and professional development                    |   |    |   |    |
| 1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program      |   |    |   |    |
| 1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served |   |    |   |    |
| 1d: Demonstrating knowledge of resources, both within and beyond the school and district                        |   |    |   |    |
| 1e: Planning the instructional support program, integrated with the overall school program                      |   |    |   |    |
| 1f: Developing a plan to evaluate the instructional support program   |   |    |   |    |
| <b>Domain 2: Classroom Environment</b>  | I | ME | E | HE |
| 2a: Creating an environment of trust and respect  |   |    |   |    |
| 2b: Establishing a culture for ongoing instructional improvement  |   |    |   |    |

Self-Assessment of Practice Summary



|  |   |    |   |    |
|--|---|----|---|----|
| 2c: Establishing clear procedures for teachers to gain access to instructional support |   |    |   |    |
| 2d: Establishing and maintaining norms of behavior for professional interactions       |   |    |   |    |
| 2e: Organizing physical space for workshops or training                                |   |    |   |    |
| <b>Domain 3: Instruction</b>   | I | ME | E | HE |
| 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                                       |   |    |   |    |
| <b>Domain 4: Professional Responsibilities</b>   | I | ME | E | HE |
| 4a: Reflecting 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 |   |    |   |    |
| <b>Domain 5: Student Achievement/Growth</b>                          | I | ME | E | HE |
| 5a: School Improvement Goals   |   |    |   |    |
| 5b. Assessment Reporting and Analysis                                |   |    |   |    |
| 5c. Parent Communication   |   |    |   |    |
| 5d. Individual Student Growth  |   |    |   |    |

# Individual Professional Development Plan

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_ Date \_\_\_\_\_

|   |                   |
|---|-------------------|
| <p>Based on your self-assessment, your administrator's input, and any school or district initiatives, what goal have you identified? What is an area of knowledge or skill that you would like to strengthen?</p> |                   |
| <p>Describe the connection between this goal and your teaching assignment.</p>  |                   |
| <p>What would success on this goal look like? How will you know when you have achieved it? What would count as evidence of success?</p>   |                   |
| <p>Describe the activities you will do to work toward your goal, and their time lines.</p>  |                   |
| <p>Activities</p>   | <p>Time Lines</p> |
| <p>What resources will you need to better achieve your goal?</p>  |                   |

# Individual Professional Development Log of Activities

Note: Complete one log for each goal identified in your individual professional development plan.

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_ Date \_\_\_\_\_

Goal \_\_\_\_\_

| Date | Activity | Benefit |
|------|----------|---------|
|      |          |         |
|      |          |         |
|      |          |         |
|      |          |         |
|      |          |         |
|      |          |         |
|      |          |         |
|      |          |         |
|      |          |         |

# Reflection on the Individual Professional Development Plan

Name \_\_\_\_\_ Date \_\_\_\_\_

Goal \_\_\_\_\_

Write a separate reflection for each goal you have pursued this year. Each reflection should be no more than five paragraphs. It is intended to provide insights into your work during the year.

1. To what extent did you achieve your goal?

2. Did you find it necessary to modify your goal or your IPDP as you learned more?

3. Which of the activities on your IPDP did you find most useful? Did you do some activities that you had not initially planned? If so, what were they?

4. In what ways were your colleagues helpful to you in working toward your goal?

5. For Years 1 and 2 of the evaluation cycle only: Do you intend to continue working on this goal next year? Why or why not?

# Annual Evaluation

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Status: Tenured \_\_\_\_\_ Probationary Year 1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

\_\_\_\_\_ Continuing \_\_\_\_\_ Part Time

## Summary of Performance

|   |
|---|
| Domain 1: Planning and Preparation      |
| Domain 2: The Classroom Environment     |
| Domain 3: Instruction                   |
| Domain 4: Professional Responsibilities |
| Domain 5: Student Achievement/Growth    |

|                               |
|-------------------------------|
| Areas for Further Development |
|-------------------------------|

**Effectiveness Rating** \_\_\_\_\_ Ineffective \_\_\_\_\_ Minimally Effective \_\_\_\_\_ Effective \_\_\_\_\_ Highly Effective

\_\_\_\_\_  
Teacher

Teacher's Signature\* \_\_\_\_\_ Evaluator's Signature \_\_\_\_\_

\*Teacher's signature indicates only that the teacher has read this report.

Superintendent's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Evaluation Timeline and Protocol

### **September – October**

- Roll out the Evaluation Tool to Teachers
- Principal and Teacher meet to create IDP (Non-tenured and tenured on plan of improvement)
- Teacher begins the process of establishing data points for student achievement
- Teacher does a self assessment using the performance rubric (for personal knowledge)
- Principal begins informal observations

### **November – January**

- Principal continues informal observations
- Teacher continues to monitor student achievement data intervention implementation for individual students
- Principal and Teacher meet for a pre-observation meeting
- Formal observations begin

### **January – June**

- Formal observations continue
- Teachers complete the corresponding Performance Rubric after the Formal Observation (p.47-89) (Identify the category that you feel best describes your performance for each component). Transfer the rating scales for each category to the corresponding Self Assessment Summary document. (p. 90-98) Teacher submits these three documents electronically to the Principal (Observer) 3 days in advance of the Post Observation Meeting
- Teachers who have an IDP complete the Reflection on the Individual Professional Development Plan and submit it electronically to the Principal (Supervisor)
- Principal completes the annual evaluation form for individual teachers and forwards to the Superintendent for review
- Teacher is informed of their employment status by June 15th

### Notes

- Principals will determine the effectiveness ratings based upon informal and formal observations during the corresponding school year. This will be determined by assessing the descriptors in each component. A teacher will be assigned the effectiveness rating which they demonstrate most of the descriptors in that component. Each domain will be assigned an effectiveness rating to reflect the teacher's performance in the entire domain. The effectiveness rating that occurs most frequently in the domain will determine the overall domain rating. If there is an ineffective rating in any component, that domain is to be determined as ineffective. If the ineffective rating is in the Student Achievement Growth domain, the teacher is to be rated ineffective for the year. If there are any two domains rated as ineffective, the teacher is to be determined as ineffective. Any ineffective or highly effective ratings in a component or domain must be accompanied by examples, artifacts or written narrative that supports the rating. The frequency of the domain ratings will determine the overall effectiveness rating.
- The observer must do a minimum of two informal observations and a minimum of one formal observation during the year. This includes both probationary and tenured teachers.

## Quick Reference Guide

### Pages Content

|        |  |
|--------|--|
| 1-2    | Introduction   |
| 3-28   | Classroom Teacher Rubric (Most prek-12 Teachers)                               |
| 29-37  | Instructional Specialist Rubric (Elementary Specials, ICT, and Title Teachers) |
| 38-46  | Counselor Rubric (All Counselors & Student Intervention Specialist)            |
| 47-64  | Self Assessment for a Classroom Teacher  |
| 65-77  | Self Assessment for an Instructional Specialist                                |
| 78-89  | Self Assessment for Counselors   |
| 90-92  | Self Assessment Table for a Classroom Teacher                                  |
| 93-95  | Self Assessment Table for an Instructional Specialist                          |
| 96-98  | Self Assessment Table for a counselor  |
| 99-101 | IDP Documents for Probationary and Improving Teachers                          |
| 102    | Annual Evaluation Final Page   |
| 103    | Evaluation Timeline and Protocol   |