

# Litchfield

## Professional Educator Growth Plan



Approved 9/2016

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- Rubric for Teachers
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- Rubric for School Counselors
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## Purpose

An effective system of educator evaluation accomplishes three things; it ensures quality teaching, student support, and it promotes professional learning (The Danielson Group). Improving teaching and learning begins by recognizing that teaching is an extremely complex process; however, certain aspects of education can be understood and described in terms of particular categories, indicators, and attributes of effectiveness. Within this context, educator skills will be assessed and evaluated using a variety of data sources.

The intended outcomes of the process are as follows:

1. To provide formal and informal opportunities for administrators and educators to objectively consider and evaluate the effectiveness and the contribution of the educator to the total school program. These evaluations give an opportunity for educators to be reflective of their effectiveness in accordance with the evaluation criteria.
2. To provide planning programs of in-service training for all educators and to identify areas in which educators need individual assistance and support.
3. To provide an objective means by which recommendations may be made to the school board regarding the employment status of an educator and to provide data for reports, studies, and recommendations as needed.

## Introduction of the Professional Educator Growth Plan

For purposes of this document, the term educator shall mean classroom teachers, special educators, transition specialists, therapeutic specialists (speech pathologists and occupational therapists), school nurses, library media specialists, school counselors, and instructional specialists.

The Professional Educator Growth Plan is based on the Framework for Teaching Evaluation Instrument (2013) edition by Charlotte Danielson. The educator specific rubrics are an integral part of the process.

The goals of the Litchfield School District Professional Educator Growth Plan include promoting and assessing high standards for the performance of educators leading to, and evidenced by, improved student learning. The plan acknowledges that educators with differing levels of experience will require different guidelines and timelines in the evaluation process. Three levels of experience are included in the plan:

1. Annual Contract Educators – educators employed by the district for 0-5 years. (0-3 years for those educators with NH continuing contract status from another district as defined by RSA 189:14a).
2. Continuing Contract Educators – educators employed by the district for more than five years (3 years for those educators with NH continuing contract status from another district as defined by RSA 189:14a) who have successfully completed the Annual Contract Cycle.
3. Continuing Contract Educators in Need of Assistance – educators in need of additional support.

It is the goal of the Professional Educator Growth Plan that all educators become the drivers of their own professional growth and development, with a focus on meeting student needs. Administrators serve as an objective partner in the process, helping educators set goals, approving professional learning activities, and reviewing outcomes.

In recognition of this, the district has adopted a Mini-Observation Model which is designed to increase administrator awareness of instructional practices, increase collegial conversations between educators and supervisors, and ultimately improve both instruction and learning outcomes in a natural and continuous process of interaction between students, educators and administrators. Mini-Observations replace the more traditional planned observation model. The Mini-Observation Model is available to annual contract educators beginning in year 3, and to continuing contract educators at the start of each year. Beginning in 2016-2017, educators may choose the Mini-Observation Model option, following the guidelines provided.

# Summary of Litchfield School District Professional Educator Growth Plan

## Annual Contract Educators

|  |  |
|--|--|
| <b>For Annual Contract Educators -<br/>New to the District</b>   | <b>For Annual Contract Educators –<br/>Previous Continuing Contract in NH,<br/>new to district</b>   |
| <b>Five Year Plan</b>  | <b>Three Year Plan</b>   |
| Year 1 <ul style="list-style-type: none"> <li>● Mentor assigned by principal and district administration</li> <li>● Minimum of three formal observations</li> <li>● Informal observations</li> <li>● Summative evaluation</li> </ul> | Year 1 <ul style="list-style-type: none"> <li>● Mentor assigned by principal and district administration</li> <li>● Minimum of three formal observations</li> <li>● Informal observations</li> <li>● Summative evaluation</li> </ul> |
| Year 2 <ul style="list-style-type: none"> <li>● Mentoring continues if appropriate</li> <li>● Minimum of two formal observations</li> <li>● Informal observations</li> <li>● Summative evaluation</li> </ul>                         | Year 2 <ul style="list-style-type: none"> <li>● Mentoring continues if appropriate</li> <li>● Minimum of two formal observations</li> <li>● Informal observations</li> <li>● Summative evaluation</li> </ul>                         |
| <b>Years 3-5 (Annual Contract, 5-year Plan)</b><br><b>Year 3 (Annual Contract, 3-Year Plan)</b><br><b>*Educator may select either model</b>  |  |
| <b>Formal Observation Model</b>  | <b>Mini-Observation Model</b>  |
| <ul style="list-style-type: none"> <li>● Minimum of one formal observation annually</li> <li>● Informal observations</li> <li>● Summative evaluation (end of each year)</li> </ul>   | <ul style="list-style-type: none"> <li>● 8-10 Mini-Observations using District Mini-Observation Form</li> <li>● Informal observations</li> <li>● Summative evaluation (end of each year)</li> </ul>                                  |

5-Year Plan: According to RSA 189:14-a, eligible individuals may move to Continuing Contract Status for year six at this time.

3-Year Plan: According to RSA 189:14-a, eligible individuals may move to Continuing Contract Status for year four at this time.



## Continuing Contract Educators

\*Educator may select either model

| Formal Observation Model   | Mini-Observation Model  |
|--|---|
| <ul style="list-style-type: none"><li>• Minimum of one formal observation in three year period</li><li>• Informal observations</li><li>• Summative evaluation (end of 3<sup>rd</sup> year)</li></ul> | <ul style="list-style-type: none"><li>• 5 Mini-observations per year using District Mini-Observation Form</li><li>• Summative evaluation (end of 3<sup>rd</sup> year)</li></ul> |

### Continuing Contract – In Need of Assistance Status

An administrator **may** place an educator on an Assistance Plan for any of the following reasons:

- The Continuing Contract Educator earns an *Unsatisfactory* in one or more of the four major domains on his/her summative evaluation.
- Performs below proficient in any one or more of the same criteria on two consecutive summative evaluations.

The Assistance Plan is a specific plan that is designed to outline the educator's opportunities for growth. The assistance plan, except as otherwise provided, is to last no more than one calendar year.

- Administrator meets with educator (and other representation if requested) to discuss the concerns
- An Assistance Plan that outlines the areas of need and specifies areas of growth will be developed at this meeting (Appendix D).
- The timeline and procedures outlined on the Assistance Plan shall be followed by all parties involved.
- If the problem is resolved by completion of the Assistance Plan, then the educator is returned to Continuing Contract status. (See sample Assistance Plan, Appendix D).
- If the problem is not resolved, but significant progress has been made, as determined by the building administrator, the educator may remain on the Assistance Plan for up to an additional year.
- If the problem is not resolved and little or no progress is made under the Assistance Plan, then the educator is referred to the Superintendent for potential salary freeze, dismissal and/or non-renewal.

**This action is in addition to the standard requirements of Continuing Contract Status.**

## **Procedures for the Evaluation of Educators**

The Professional Educator Growth Plan includes formal and informal observations, summative evaluations, and goal setting. Educators will be evaluated on the domains in the applicable rubric.

Annual contract educators and annual contract Allied Health professionals will engage in the summative evaluation process yearly. Continuing contract educators will engage in the summative evaluation process once every three years based on their Department of Education certification cycle. Allied Health professionals on continuing contract will be engaged in the summative evaluation process every three years based on year of hire.

### **Formal Observation Model Procedures**

- A. Formal observations will include both announced and unannounced observations with at least one announced observation each cycle. Observations will be conducted as follows:
  - 1. Pre-observation conference for announced observations: one to three days prior to the observation or by mutual agreement (Appendix A).
  - 2. Observation: at least thirty minutes in length
  - 3. Post-observation conference: one to seven days following the observation (Appendix A).
  - 4. Administrator's written report (Appendix C): The administrator presents the educator with the written observation report within ten school days of the Post-observation conference. Upon receipt, the observation form must be signed and returned by the educator within ten school days. This document becomes part of the educator's personnel file. The signature does not mean the educator agrees with the evaluation but rather that s/he has seen and read it. The educator has the right to respond to the classroom observation in writing to the administrator within those ten school days of receiving the written report. This written response will be included in the personnel file with the signed observation form. At any time an educator can request an additional observation if he or she feels the previous observation was not a true reflection of his or her performance.
  
- B. Data collected through informal observations, which may negatively impact a summative evaluation, will be shared in writing with the teacher by the administration prior to the summative evaluation. The educator has the right to respond to the data collected in the informal observations.

Informal observations can include:

- 1. Drop-Ins
- 2. Incidental observations

## **Mini-Observation Model Procedures**

The Mini-observation Model will provide another format for educators to get an accurate appraisal of teaching:

- A. The administrator will visit the educator's classroom for a minimum of 10 minutes.
- B. Frequency:
  1. Annual Contract Educators (3 or 5-Year Plan)
    - a. Launch School Year (2016-2017): 8-10 Mini-observations September-February
    - b. Years 3, 4 & 5: 8-10 Mini-observations, March-February
  2. Continuing Contract Educators
    - a. Launch School Year (2016-2017): 5 Mini-observations September-February
    - b. Subsequent Years (up to conclusion of 3-year cycle): 5 Mini-observations March-February
    - c. Will receive a total of 15 Mini-observations over the course of the 3-year cycle.
- C. Following the Mini-observation, the administrator will follow up with a face-to-face conversation and submit the signed and dated Mini-Observation Form to the educator within 24 hours.

## **Summative Evaluation**

Summative evaluation will include the following:

- A compilation of both formal and informal observations, as well as a written statement of progress toward meeting goals.
- Administrator's written report (Appendix C); the administrator presents the educator with the written summative report prior to a conference. The summative report must be signed by both the administrator and educator within ten school days of the conference. This document becomes part of the educator's personnel file. The signature does not mean the educator agrees with the evaluation, but rather that s/he has seen it and read it. An educator has the right to respond to the summative report in writing to the administrator within those ten school days of having the conference. This written response will be included in the personnel file with the signed summative form.

| <b>Annual Contract Educators (5 year plan)</b> |  |   |
|--|--|---|
| <b>Years in district</b>                       | <b>Formal Observation Model</b>                                    | <b>Mini- Observation Model</b>                                      |
| 1  | 3 Formal observations per year;<br>summative at conclusion of year | N/A   |
| 2  | 2 Formal observations per year;<br>summative at conclusion of year | N/A   |
| 3* - 5   | 2 Formal observations per year;<br>summative at conclusion of year | 8-10 Mini-observations per year;<br>summative at conclusion of year |

**\*At year 3, educator may choose formal observation model or mini observation model**

| <b>Annual Contract Educators (3 year plan)</b> |  |   |
|--|--|---|
| <b>Years in district</b>                       | <b>Formal Observation Model</b>                                    | <b>Mini- Observation Model</b>                                      |
| 1  | 3 Formal observations per year;<br>summative at conclusion of year | N/A   |
| 2  | 2 Formal observations per year;<br>summative at conclusion of year | N/A   |
| 3*   | 2 Formal observations per year;<br>summative at conclusion of year | 8-10 Mini-observations per year;<br>summative at conclusion of year |

**\*At year 3, educator may choose formal observation model or mini observation model**

| <b>Continuing Contract Educators</b> |   |   |
|--------------------------------------|---|---|
| <b>Year in evaluation cycle</b>      | <b>Formal Observation Model</b>   | <b>Mini- Observation Model</b>  |
| 1-3                                  | Formal observation within 3<br>year cycle; summative at<br>conclusion of 3rd year | 5 Mini-observations per year;<br>summative at conclusion of 3rd year    |
| 2 & 3 ONLY                           | Formal observation within 3<br>year cycle; summative at<br>conclusion of 3rd year | 5 Mini-observations per year;<br>summative at conclusion of 3rd year    |
| 3 ONLY                               | 1 Formal observation;<br>summative at conclusion of 3rd<br>year                   | 8-10 Mini observations per year;<br>summative at conclusion of 3rd year |

## Goal Progress and Attainment

Goal setting is an integral part of the Litchfield School District's Master Learning Plan as well as this Professional Educator Growth Plan. The goals established for one plan are intended to satisfy both the Master Learning Plan and the Professional Educator Growth Plan. Goal setting and goal review conferences will revolve around a common set of goals. Please see the Professional Development Master Plan and Learning Plan instructions for further details.

**The student data goal created within the Educator's Learning Plan serves as the Educator's Student Learning Objective (SLO) within the Growth Plan.** Below is an explanation of what an SLO entails and how to construct one. Additional information about how to construct an SLO may be found in the Student Learning Goals/Objectives Development Guide (Appendix E).

### Student Learning Objective (SLO)

A Student Learning Objective (SLO) is a content and grade/course-specific measurable learning objective that can be used to document student learning over a defined period of time. A SLO provides a means for educators to establish learning goals for individual or groups of students, monitor students' progress toward these goals, and then evaluate the degree to which students achieve these goals. The active involvement of the educator throughout the process is a key advantage of the SLO approach over traditional test-centered approaches to accountability. It is designed to reflect and develop good instructional practices such as setting clear learning targets, differentiating instruction for students, monitoring students' progress toward these targets, and evaluating the extent to which students have met the targets.

The SLO will be created and agreed upon by the professional employee and his/her administrator during the annual goal setting meeting.

#### 1. Student Learning Goal/Objective Statement

*What is the expectation for student growth and development?*

- After you have written a learning goal/objective, check every learning objective by asking:
  - Does the learning objective describe what the curriculum intends for students to know (cognitive), think (affective) or do (behavioral)?
  - Is the objective detailed and specific? Is it measurable?

2. Student Population

*Who is included in this student learning goal/objective? Why is this target group/class selected?*

- Justifies why this class and/or group was selected, as supported by data.
- Describes characteristics of student population with specific information including special needs, EL, 504, tiered students, etc. relevant to the goal objective (e.g., I have 6 English language learners, 4 special ed. Students...)
- Includes a large proportion of students including specific sub groups where appropriate

3. Learning

*Which competencies/performance indicators are connected to the learning content?*

- Selects applicable competencies or performance indicators from the approved Litchfield Curriculum Frameworks specific to student learning needs identified from analysis of baseline data.

4. Instructional Strategies/Supports

*What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective?*

- Describes key instructional strategies that will promote student learning related to the student learning goal/objective
- States how formative assessments will be used to guide instruction and monitor progress toward the student learning goal objective
- Identifies professional learning/supports needed to attain the student learning goal/objective

5. Baseline/Trend Data

*What data were reviewed to assist in establishing the student learning goal/objective?*

- Identifies by specific name any baseline assessment(s) and/or performance measures used (e.g. trend data, historical data, prior grades, feedback from parents and previous teachers, observations and other baseline data available, etc.)
- Summarizes student data to demonstrate specific student need for the learning content tied to specific standards (including strengths and weakness)

6. Growth Targets

A. *How will you measure progress toward your student learning goal/objective?*

Assessments/Measures of Progress

1. Identifies by specific name the standardized and/or non-standardized assessment(s)/measures of progress that will be used as indicators of student growth and development
2. Takes into consideration how all students may demonstrate application of their knowledge/skills through multiple measures including but not limited to constructed response items or performance tasks
3. Assessment(s) measures of progress is objective, fair and includes plans for consistent administration procedures
4. Identifies assessment tools including but not limited to answer keys, scoring guides and/or rubrics

B. *What targets will you establish to demonstrate attainment of your student learning goal/objective?*

Growth Targets

1. Sets individual or differentiated growth targets for a large proportions of students that are rigorous and reflect both greater depth of knowledge and complexity of thinking required for student success
2. Growth targets are based on state test data, where available
3. Specifies end dates which includes the majority of the course length

7. Actual Outcomes

*Identify the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate.*

A. When writing a student learning outcome, keep in mind:

- It must contain an active verb that describes an observable or identifiable action
- It must focus on the student as the performer
- Answer the following:
  - What is the student expected to be able to know?
  - What is a student expected to be able to do?
  - How is a student expected to be able to think?
- Include a timeframe in which the outcomes can be measured

- B. Think about how you will measure the outcome(s). Choose a method to do so.
- What instruments will you use?
  - Quantitative or qualitative methods?
  - Survey, interviews, observations, focus groups, etc.?
  - Be sure that the student learning outcomes can be measured appropriately and adequately.

8. Comments

*Provides a space for the educator to describe any variables that may impact the data.*

## Glossary of Terms

**Annual Contract Educator:** Educators employed by the district for 0-5 years. (0-3 years for those educators with NH continuing contract status from another district as defined by RSA 189:14a).

**CEU:** Continuing Education Unit

**Continuing Contract Educator:** Educators employed by the district for more than five years (3 years for those educators with NH continuing contract status from another district as defined by RSA 189:14a) who have successfully completed the Annual Contract Cycle.

**Drop-In:** An unannounced visit by an administrator. The administrator may or may not follow up with educator following drop-in.

**Educator:** Classroom teacher, special educator, transition specialists, therapeutic specialists (speech pathologists and occupational therapists), school nurses, library media specialists, school counselors, and instructional specialists.

**Formal Observation Model:** The three pronged process used by both administrator and educator whereas educator is evaluated over the course of educator's certification cycle.

**Incidental Observations:** Examples include but are not limited to- team meetings, planning times

**Mini-Observation Model:** Provides another format for educators to get an accurate appraisal of teaching through the use of multiple 10-minute observations over the course of the educator's certification cycle

**My Learning Plan (MLP):** A web-based educator evaluation and professional learning data management tool. The educator uses this to create a professional learning plan, log CEUs, and reflect on professional learning.



**[RSA 189](http://www.gencourt.state.nh.us/rsa/html/nhtoc/nhtoc-xv-189.htm)** (click on the hyperlink for more information) or copy the following link into your browser: <http://www.gencourt.state.nh.us/rsa/html/nhtoc/nhtoc-xv-189.htm>

**Rubric:** A guide listing specific criteria for grading or scoring. They are used to identify the levels of competence in each principal area.

**SLO:** Student Learning Objective

**Summative evaluation:** Evaluation which is the compilation of observations by educators

**Litchfield School District  
Pre Conference Discussion Topics**

The goal of the clinical supervision model is to conduct a pre and post conference with each staff member who is observed. The following topics should guide this process:

1. What is the goal or purpose of the lesson/activity?
2. What is its relationship to the district curriculum frameworks?  
  
District Frameworks:  
  
Local Instructional Unit:
3. What are the general instructional techniques you will use?
4. How will you differentiate instruction to meet the varied needs of the students in the class/group?
5. Describe the classroom management style for this specific class/group? What unique challenges does this class present to you?
6. How will student learning be evaluated both individually and collectively?
7. How will you know that your goal or purpose is met?
8. Is there anything else you would like to share about this class or your teaching?
9. Is there anything in particular you would like me to look for during the observation?

**Conference Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Place:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Signature)

**Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Signature)

**Litchfield School District  
Post Conference Discussion Topics**

Questions to draw from for the post-conference:

1. How did you feel about this lesson? Why did you feel that way?
  
2. How was what you observed **students** doing or saying the same or different from what you envisioned them doing or saying?
  
3. How was what **you** did the same or different from what you had planned to do?
  
4. As you reflect on the goals for this lesson, what can you say about your students' achievement of them?
  
5. Did anything unexpected happen during this observation? How would you characterize your reaction? How did you revise or adjust the lesson?
  
6. What, if anything, would you do differently?
  
7. Is there anything else you would like to share about this class or your teaching?

**Conference Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Place:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Signature)

**Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Signature)

LITCHFIELD SCHOOL DISTRICT

TEACHER  
OBSERVATION REPORT

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_ No. of Students: \_\_\_\_\_

Intended Learning

Goals: \_\_\_\_\_

**This report must be completed following each formal classroom observation.**

**All skills must be rated as:**

**D (4) Distinguished – Performs above expected performance level**

**P (3) Proficient – Performs at expected performance level**

**B (2) Basic – improvement recommended to reach proficient performance level**

**U (1) Unsatisfactory - performs below basic level of performance**

**N/A Not Applicable or Not Observed**

**Comments MUST be included for all ratings. It is intended that data be included when appropriate.**

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**DOMAIN 1: PLANNING AND PREPARATION**

|   | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|---|------------------|------------------|------------------|------------------|------------|
| 1a. Demonstrating Knowledge of Content and Unit/Lesson Design |                  |                  |                  |                  |            |
| 1b. Demonstrating Knowledge of Students                       |                  |                  |                  |                  |            |
| 1c. Setting instructional outcomes                            |                  |                  |                  |                  |            |
| 1d. Designing Coherent Instruction                            |                  |                  |                  |                  |            |
| 1e. Designing Student Assessments                             |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)  P (2.51-3.5)  B (1.51-2.5)  U (1-1.5)  N/A**

Comments:

Click here to enter text.

**DOMAIN 2: CLASSROOM ENVIRONMENT**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 2a. Creating an Environment of Respect and Rapport |                  |                  |                  |                  |            |
| 2b. Establishing a Culture of Learning             |                  |                  |                  |                  |            |
| 2c. Managing Classroom Procedures                  |                  |                  |                  |                  |            |
| 2d. Managing Student Behavior                      |                  |                  |                  |                  |            |
| 2e. Organizing Physical Space                      |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

[Click here to enter text.](#)

**DOMAIN 3: INSTRUCTION**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 3a. Communication with Students                  |                  |                  |                  |                  |            |
| 3b. Using Questioning and Discussion Techniques  |                  |                  |                  |                  |            |
| 3c. Engaging Students in Learning                |                  |                  |                  |                  |            |
| 3d. Using Assessment in Instruction              |                  |                  |                  |                  |            |
| 3e. Demonstrating Flexibility and Responsiveness |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

[Click here to enter text.](#)

**DOMAIN 4: PROFESSIONAL RESPONSIBILITY**

|                                  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/<br/>A</b> |
|----------------------------------|------------------|------------------|------------------|------------------|-----------------|
| 4a. Reflecting on Teaching       |                  |                  |                  |                  |                 |
| 4b. Maintaining Accurate Records |                  |                  |                  |                  |                 |
| 4c. Communicating with Families  |                  |                  |                  |                  |                 |
| 4f. Showing Professionalism      |                  |                  |                  |                  |                 |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)  P (2.51-3.5)  B (1.51-2.5)  U (1-1.5)  N/A**

**Comments:**

Click here to enter text.

- Continue regular observation cycle.**
- Follow-up observation and conference to be scheduled by:**

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

**Requested by:** \_\_\_\_\_ **Teacher**      \_\_\_\_\_ **Administrator**

**Specific Objectives(s) for follow-up observation and/or possible resources:**

**Evaluator's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Date of post-conference:** \_\_\_\_\_

*The teacher's signature signifies she/he has read this observation report and has discussed it with the evaluator. The teacher may write comments to attach to this report. Comments must be submitted to the evaluator within ten school days of receiving the written observation report.*

LITCHFIELD SCHOOL DISTRICT

INSTRUCTIONAL SPECIALISTS  
OBSERVATION REPORT

Specialist \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_ No. of Students: \_\_\_\_\_

Intended Learning

Goals: \_\_\_\_\_

**This report must be completed following each formal classroom observation.**

**All skills must be rated as:**

**D (4) Distinguished – Performs above expected performance level**

**P (3) Proficient – Performs at expected performance level**

**B (2) Basic – improvement recommended to reach proficient performance level**

**U (1) Unsatisfactory - performs below basic level of performance**

**N/A Not Applicable or Not Observed**

**Comments MUST be included for all ratings. It is intended that data be included when appropriate.**

---

**DOMAIN 1: PLANNING AND PREPARATION**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 1a. Demonstrating knowledge of current trends in specialty area and professional development, as well as the school's program and levels of teacher skills in delivering the program |                  |                  |                  |                  |            |
| 1b. Establishing goals for the instructional support program appropriate to the setting and the teachers served  |                  |                  |                  |                  |            |
| 1c. Demonstrating knowledge of resources, both within and beyond the school and district   |                  |                  |                  |                  |            |
| 1d. Planning and evaluating the instructional support program, integrated with the overall school program  |                  |                  |                  |                  |            |

**Overall Rating**

**Average: \_\_\_\_\_**

**D (3.51-4)  P (2.51-3.5)  B (1.51-2.5)  U (1-1.5)  N/A**

Comments:

[Click here to enter text.](#)

**DOMAIN 2: CLASSROOM ENVIRONMENT**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 2a. Creating an environment of trust and respect, establishing a culture for ongoing instructional improvement, and establishing clear procedures for teachers to gain access to instructional support |                  |                  |                  |                  |            |
| 2b. Establishing and maintaining norms of behavior for professional interactions   |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**  **N/A**

Comments:

[Click here to enter text.](#)

**DOMAIN 3: DELIVERY OF SERVICE**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 3a. Collaborating with teachers in the design of instructional units and lessons, engaging teachers in new instructional skills, and sharing expertise with staff                  |                  |                  |                  |                  |            |
| 3b. Locating resources for teachers to support instructional improvement   |                  |                  |                  |                  |            |
| 3c. Demonstrating flexibility and responsiveness   |                  |                  |                  |                  |            |
| 3d. Working with staff to analyze assessment results and using assessment to monitor students learning   |                  |                  |                  |                  |            |
| 3e. Designing lessons with clear measurable goals aligned to district outcomes, utilizing a variety of materials and teaching strategies, and engaging students as active learners |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**  **N/A**

Comments:

[Click here to enter text.](#)



**DOMAIN 4: PROFESSIONAL RESPONSIBILITY**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 4a. Reflecting on practice   |                  |                  |                  |                  |            |
| 4b. Preparing and submitting budgets and reports                     |                  |                  |                  |                  |            |
| 4c. Coordinating work with other instructional specialists           |                  |                  |                  |                  |            |
| 4f. Showing professionalism, including integrity and confidentiality |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)  P (2.51-3.5)  B (1.51-2.5)  U (1-1.5)  N/A**

Comments:

Click here to enter text.

**Continue regular observation cycle.**

**Follow-up observation and conference to be scheduled by:**

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

**Requested by:** \_\_\_\_\_ **Teacher**      \_\_\_\_\_ **Administrator**

**Specific Objectives(s) for follow-up observation and/or possible resources:**

**Evaluator's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Date of post-conference:** \_\_\_\_\_

*The teacher's signature signifies she/he has read this observation report and has discussed it with the evaluator. The teacher may write comments to attach to this report. Comments must be submitted to the evaluator within ten school days of receiving the written observation report.*

LITCHFIELD SCHOOL DISTRICT

LIBRARY MEDIA SPECIALIST  
OBSERVATION REPORT

Specialist \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Activity: \_\_\_\_\_ No. of Students: \_\_\_\_\_

Intended Learning Goals: \_\_\_\_\_

**This report must be completed following each formal classroom observation.**

**All skills must be rated as:**

- D (4) Distinguished – Performs above expected performance level**
- P (3) Proficient – Performs at expected performance level**
- B (2) Basic – improvement recommended to reach proficient performance level**
- U (1) Unsatisfactory - performs below basic level of performance**
- N/A Not Applicable or Not Observed**

**Comments MUST be included for all ratings. It is intended that data be included when appropriate.**

**DOMAIN 1: PLANNING AND PREPARATION**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology                    |                  |                  |                  |                  |            |
| 1b. Demonstrating knowledge of the school’s program and student information needs within that program                                |                  |                  |                  |                  |            |
| 1c. Establishing goals for library/media program appropriate to the setting and students served                                      |                  |                  |                  |                  |            |
| 1d Demonstrating knowledge of resources, within and beyond the school and district and to access such resources as interlibrary loan |                  |                  |                  |                  |            |
| 1e. Planning the library/media program integrated with the overall school program  |                  |                  |                  |                  |            |
| 1f. Developing a plan to evaluate the library/media program  |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)  P (2.51-3.5)  B (1.51-2.5)  U (1-1.5)  N/A**

Comments:

Click here to enter text.

**DOMAIN 2: ENVIRONMENT**

|   | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|---|------------------|------------------|------------------|------------------|------------|
| 2a. Creating an environment of respect and rapport                  |                  |                  |                  |                  |            |
| 2b. Establishing a culture for investigation and love of literature |                  |                  |                  |                  |            |
| 2c. Establishing and maintaining library procedures                 |                  |                  |                  |                  |            |
| 2d. Managing student behavior                                       |                  |                  |                  |                  |            |
| 2e. Organizing physical space                                       |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

Click here to enter text.

**DOMAIN 3: INSTRUCTION**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 3a. Assessing student needs  |                  |                  |                  |                  |            |
| 3c. Engaging students in enjoying literature and in learning information skills          |                  |                  |                  |                  |            |
| 3d. Assisting students and teachers in the use of technology in the library/media center |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

Click here to enter text.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITY**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 4a. Reflecting on practice                       |                  |                  |                  |                  |            |
| 4b. Preparing and submitting reports and budgets |                  |                  |                  |                  |            |
| 4c. Communicating with the larger community      |                  |                  |                  |                  |            |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 4d. Participating in the professional community |  |  |  |  |  |
| 4e. Engaging in professional development        |  |  |  |  |  |
| 4f. Showing professionalism                     |  |  |  |  |  |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

Click here to enter text.

- Continue regular observation cycle.
- Follow-up observation and conference to be scheduled by:

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

**Requested by:** \_\_\_\_\_ **Teacher**      \_\_\_\_\_ **Administrator**

**Specific Objectives(s) for follow-up observation and/or possible resources:**

**Evaluator's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Date of post-conference:** \_\_\_\_\_

*The teacher's signature signifies she/he has read this observation report and has discussed it with the evaluator. The teacher may write comments to attach to this report. Comments must be submitted to the evaluator within ten school days of receiving the written observation report.*

LITCHFIELD SCHOOL DISTRICT

SCHOOL COUNSELOR  
OBSERVATION REPORT

Counselor: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

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

Intended Learning

Goals: \_\_\_\_\_

**This report must be completed following each formal classroom observation.**

**All skills must be rated as:**

**D (4) Distinguished – Performs above expected performance level**

**P (3) Proficient – Performs at expected performance level**

**B (2) Basic – improvement recommended to reach proficient performance level**

**U (1) Unsatisfactory - performs below basic level of performance**

**N/A Not Applicable or Not Observed**

**Comments MUST be included for all ratings. It is intended that data be included when appropriate.**

---

**DOMAIN 1: PLANNING AND PREPARATION**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 1a: Demonstrating Knowledge of School Counseling Theory          |                  |                  |                  |                  |            |
| 1b: Demonstrating Knowledge of Students                          |                  |                  |                  |                  |            |
| 1c: Establishing Counseling Outcomes                             |                  |                  |                  |                  |            |
| 1d: Demonstrating Knowledge of Resources                         |                  |                  |                  |                  |            |
| 1e: Contributes to the Development of a Coherent Counseling Plan |                  |                  |                  |                  |            |
| 1f: Contributes to Overall Program Assessment                    |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)  P (2.51-3.5)  B (1.51-2.5)  U (1-1.5)  N/A**

Comments:

Click here to enter text.

**DOMAIN 2: CLASSROOM ENVIRONMENT**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 2a: Creating an Environment of Respect and Rapport |                  |                  |                  |                  |            |
| 2b: Establishing a Culture for Learning            |                  |                  |                  |                  |            |
| 2c: Managing Routines and Procedures               |                  |                  |                  |                  |            |
| 2d: Managing Student Behavior                      |                  |                  |                  |                  |            |
| 2e: Organizing Physical Space                      |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**  **P (2.51-3.5)**  **B (1.51-2.5)**  **U (1-1.5)**  **N/A**

Comments:

[Click here to enter text.](#)

**DOMAIN 3: DELIVERY OF SERVICE**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 3a. Communicating with Students                                      |                  |                  |                  |                  |            |
| 3b: Using Appropriate Counseling Techniques                          |                  |                  |                  |                  |            |
| 3c: Engaging Students in the Formulation of Current and Future Plans |                  |                  |                  |                  |            |
| 3d. Assessing Student Needs  |                  |                  |                  |                  |            |
| 3e. Implementing Responsive Services                                 |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**  **P (2.51-3.5)**  **B (1.51-2.5)**  **U (1-1.5)**  **N/A**

Comments:

[Click here to enter text.](#)

**DOMAIN 4: PROFESSIONAL RESPONSIBILITY**

|   | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|---|------------------|------------------|------------------|------------------|------------|
| 4a. Reflecting on practice  |                  |                  |                  |                  |            |
| 4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice |                  |                  |                  |                  |            |
| 4c: Communicating with Families, Staff, and Community                         |                  |                  |                  |                  |            |
| 4e. Growing and developing professionally                                     |                  |                  |                  |                  |            |
| 4f. Showing professionalism   |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**  **N/A**

**Comments:**

[Click here to enter text.](#)

- Continue regular observation cycle.**
- Follow-up observation and conference to be scheduled by:**

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

**Requested by:** \_\_\_\_\_ **Teacher**          \_\_\_\_\_ **Administrator**

**Specific Objectives(s) for follow-up observation and/or possible resources:**

**Evaluator's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Date of post-conference:** \_\_\_\_\_

*The teacher's signature signifies she/he has read this observation report and has discussed it with the evaluator. The teacher may write comments to attach to this report. Comments must be submitted to the evaluator within ten school days of receiving the written observation report.*

LITCHFIELD SCHOOL DISTRICT

SCHOOL NURSE  
OBSERVATION REPORT

Nurse: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

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

Intended Learning

Goals: \_\_\_\_\_

**This report must be completed following each formal classroom observation.**

**All skills must be rated as:**

**D (4) Distinguished – Performs above expected performance level**

**P (3) Proficient – Performs at expected performance level**

**B (2) Basic – improvement recommended to reach proficient performance level**

**U (1) Unsatisfactory - performs below basic level of performance**

**N/A Not Applicable or Not Observed**

**Comments MUST be included for all ratings. It is intended that data be included when appropriate.**

---

**DOMAIN 1: PLANNING AND PREPARATION**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 1a: Demonstrating medical knowledge and skill in nursing techniques  |                  |                  |                  |                  |            |
| 1b. Demonstrating knowledge of child and adolescent development  |                  |                  |                  |                  |            |
| 1c. Establishing goals for the nursing program appropriate to the setting and the students served                                |                  |                  |                  |                  |            |
| 1d Demonstrating knowledge of government, community, and district regulation and resources                                       |                  |                  |                  |                  |            |
| 1e. Planning the nursing program for both individual students and groups of students, integrated with the regular school program |                  |                  |                  |                  |            |
| 1f. Developing a plan to evaluate the school nursing program   |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)  P (2.51-3.5)  B (1.51-2.5)  U (1-1.5)  N/A**

Comments:

Click here to enter text.



**DOMAIN 2: ENVIRONMENT**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 2a. Creating an environment of respect rapport     |                  |                  |                  |                  |            |
| 2b. Establishing a culture for health and wellness |                  |                  |                  |                  |            |
| 2c. Following health protocols and procedures      |                  |                  |                  |                  |            |
| 2d. Supervising health associates*                 |                  |                  |                  |                  |            |
| 2e. Organizing physical space                      |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)  P (2.51-3.5)  B (1.51-2.5)  U (1-1.5)  N/A**

Comments:

[Click here to enter text.](#)

**DOMAIN 3: DELIVERY OF SERVICE**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 3a. Assessing student needs  |                  |                  |                  |                  |            |
| 3b. Administering medication to students   |                  |                  |                  |                  |            |
| 3c. Promoting wellness through classes or classroom visits*  |                  |                  |                  |                  |            |
| 3d. Managing emergency situations  |                  |                  |                  |                  |            |
| 3e. Demonstrating Flexibility and Responsiveness   |                  |                  |                  |                  |            |
| 3f. Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)  P (2.51-3.5)  B (1.51-2.5)  U (1-1.5)  N/A**

Comments:

[Click here to enter text.](#)

**DOMAIN 4: PROFESSIONAL RESPONSIBILITY**

|                            | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|----------------------------|------------------|------------------|------------------|------------------|------------|
| 4a. Reflecting on practice |                  |                  |                  |                  |            |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 4b. Maintaining health records in accordance with policy and submitting reports in a timely fashion |  |  |  |  |  |
| 4c. Maintaining an effective data management system   |  |  |  |  |  |
| 4d. Participating in a professional community   |  |  |  |  |  |
| 4e. Engaging in professional development  |  |  |  |  |  |
| 4f. Showing professionalism   |  |  |  |  |  |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**  **N/A**

Comments:

Click here to enter text.

**Continue regular observation cycle.**

**Follow-up observation and conference to be scheduled by:**

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

**Requested by:** \_\_\_\_\_ **Teacher**      \_\_\_\_\_ **Administrator**

**Specific Objectives(s) for follow-up observation and/or possible resources:**

**Evaluator's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Date of post-conference:** \_\_\_\_\_

*The teacher's signature signifies she/he has read this observation report and has discussed it with the evaluator. The teacher may write comments to attach to this report. Comments must be submitted to the evaluator within ten school days of receiving the written observation report.*

LITCHFIELD SCHOOL DISTRICT

THERAPEUTIC SPECIALIST  
OBSERVATION REPORT

Therapist: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

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

Intended Learning  
Goals: \_\_\_\_\_

**This report must be completed following each formal classroom observation.**

**All skills must be rated as:**

**D (4) Distinguished – Performs above expected performance level**

**P (3) Proficient – Performs at expected performance level**

**B (2) Basic – improvement recommended to reach proficient performance level**

**U (1) Unsatisfactory - performs below basic level of performance**

**N/A Not Applicable or Not Observed**

**Comments MUST be included for all ratings. It is intended that data be included when appropriate.**

---

**DOMAIN 1: PLANNING AND PREPARATION**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 1a. Demonstrating knowledge and skill in the specialist therapy; holding the relevant certificate or license           |                  |                  |                  |                  |            |
| 1b. Establishing goals for the therapy program appropriate to the setting and the students served                      |                  |                  |                  |                  |            |
| 1c. Demonstrating knowledge of district, state and federal regulation and guidelines                                   |                  |                  |                  |                  |            |
| 1d. Demonstrating knowledge of resources, both within and beyond the school and district.                              |                  |                  |                  |                  |            |
| 1e. Planning the therapy program, integrated with the overall school program, to meet the needs of individual students |                  |                  |                  |                  |            |
| 1f. Developing a plan to evaluate the therapy program  |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)  P (2.51-3.5)  B (1.51-2.5)  U (1-1.5)  N/A**

Comments:

[Click here to enter text.](#)

### DOMAIN 2: CLASSROOM ENVIRONMENT

|   | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|---|------------------|------------------|------------------|------------------|------------|
| 2a. Establishing rapport with students                                      |                  |                  |                  |                  |            |
| 2b. Organizing time effectively   |                  |                  |                  |                  |            |
| 2c. Establishing and Maintaining clear procedures for referrals             |                  |                  |                  |                  |            |
| 2d. Establishing standards of conduct in the treatment center               |                  |                  |                  |                  |            |
| 2e. Organizing physical space for testing of students and providing therapy |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

[Click here to enter text.](#)

### DOMAIN 3: DELIVERY OF SERVICE

|   | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|---|------------------|------------------|------------------|------------------|------------|
| 3a. Responding to referrals and evaluating student needs                      |                  |                  |                  |                  |            |
| 3b. Developing and implementing treatment plans to maximize students' success |                  |                  |                  |                  |            |
| 3c. Communicating with Families   |                  |                  |                  |                  |            |
| 3d. Collecting information; Writing reports                                   |                  |                  |                  |                  |            |
| 3e. Demonstrating Flexibility and Responsiveness                              |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

[Click here to enter text.](#)

### DOMAIN 4: PROFESSIONAL RESPONSIBILITY

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 4a. Reflecting on practice                         |                  |                  |                  |                  |            |
| 4b. Collaborating with teachers and administrators |                  |                  |                  |                  |            |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 4c. Maintaining an effective data management system |  |  |  |  |  |
| 4g. Supervising therapeutic assistants              |  |  |  |  |  |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)  P (2.51-3.5)  B (1.51-2.5)  U (1-1.5)  N/A**

Comments:

Click here to enter text.

- Continue regular observation cycle.
- Follow-up observation and conference to be scheduled by:

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

**Requested by:** \_\_\_\_\_ **Teacher**      \_\_\_\_\_ **Administrator**

**Specific Objectives(s) for follow-up observation and/or possible resources:**

**Evaluator's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Date of post-conference:** \_\_\_\_\_

*The teacher's signature signifies she/he has read this observation report and has discussed it with the evaluator. The teacher may write comments to attach to this report. Comments must be submitted to the evaluator within ten school days of receiving the written observation report.*

**LITCHFIELD SCHOOL DISTRICT – MINI- OBSERVATION FORM**  
**Teacher**

|   |          |                |          |          |            |  |
|---|----------|----------------|----------|----------|------------|--|
| Teacher:  | Date:    | Subject/Grade: |          |          |            |  |
| School:   | Time:    | Evaluator:     |          |          |            |  |
| <b>DOMAIN 1: PLANNING AND PREPARATION</b>                     | <b>D</b> | <b>P</b>       | <b>B</b> | <b>U</b> | <b>N/A</b> |  |
| 1a. Demonstrating Knowledge of Content and Unit/Lesson Design |          |                |          |          |            |  |
| 1b. Demonstrating Knowledge of Students                       |          |                |          |          |            |  |
| 1c. Setting instructional outcomes                            |          |                |          |          |            |  |
| 1d. Designing Coherent Instruction                            |          |                |          |          |            |  |
| 1e. Designing Student Assessments                             |          |                |          |          |            |  |
| <b>COMMENTS:</b>  |          |                |          |          |            |  |
| <b>DOMAIN 2: ENVIRONMENT</b>                                  | <b>D</b> | <b>P</b>       | <b>B</b> | <b>U</b> | <b>N/A</b> |  |
| 2a. Creating an Environment of Respect and Rapport            |          |                |          |          |            |  |
| 2b. Establishing a Culture of Learning                        |          |                |          |          |            |  |
| 2c. Managing Classroom Procedures                             |          |                |          |          |            |  |
| 2d. Managing Student Behavior                                 |          |                |          |          |            |  |
| 2d. Managing Student Behavior                                 |          |                |          |          |            |  |
| 2e. Organizing Physical Space                                 |          |                |          |          |            |  |
| <b>COMMENTS:</b>  |          |                |          |          |            |  |
| <b>DOMAIN 3: DELIVERY OF SERVICE</b>                          | <b>D</b> | <b>P</b>       | <b>B</b> | <b>U</b> | <b>N/A</b> |  |
| 3a. Communication with Students                               |          |                |          |          |            |  |
| 3b. Using Questioning and Discussion Techniques               |          |                |          |          |            |  |
| 3c. Engaging Students in Learning                             |          |                |          |          |            |  |
| 3d. Using Assessment in Instruction                           |          |                |          |          |            |  |
| 3e. Demonstrating Flexibility and Responsiveness              |          |                |          |          |            |  |
| <b>COMMENTS:</b>  |          |                |          |          |            |  |
| <b>DOMAIN 4: PROFESSIONAL RESPONSIBILITY</b>                  | <b>D</b> | <b>P</b>       | <b>B</b> | <b>U</b> | <b>N/A</b> |  |
| 4b. Maintaining Accurate Records                              |          |                |          |          |            |  |
| 4f. Showing Professionalism                                   |          |                |          |          |            |  |
| <b>COMMENTS:</b>  |          |                |          |          |            |  |

**ADDITIONAL COMMENTS/SUGGESTIONS:**

**TEACHER COMMENTS:**

**Signatures:**

**Educator:** \_\_\_\_\_

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

**Administrator:** \_\_\_\_\_

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

**LITCHFIELD SCHOOL DISTRICT – MINI- OBSERVATION FORM**  
**Instructional Specialists**

|  |       |                |          |          |          |            |
|--|-------|----------------|----------|----------|----------|------------|
| Specialist:  | Date: | Subject/Grade: |          |          |          |            |
| School:  | Time: | Evaluator:     |          |          |          |            |
| <b>DOMAIN 1: PLANNING AND PREPARATION</b>  |       | <b>D</b>       | <b>P</b> | <b>B</b> | <b>U</b> | <b>N/A</b> |
| 1a. Demonstrating knowledge of current trends in specialty area and professional development, as well as the school’s program and levels of teacher skills in delivering the program                   |       |                |          |          |          |            |
| 1b. Establishing goals for the instructional support program appropriate to the setting and the teachers served  |       |                |          |          |          |            |
| 1c. Demonstrating knowledge of resources, both within and beyond the school and district   |       |                |          |          |          |            |
| 1d. Planning and evaluating the instructional support program, integrated with the overall school program  |       |                |          |          |          |            |
| <b>COMMENTS:</b>   |       |                |          |          |          |            |
|  |       |                |          |          |          |            |
| <b>DOMAIN 2: ENVIRONMENT</b>   |       | <b>D</b>       | <b>P</b> | <b>B</b> | <b>U</b> | <b>N/A</b> |
| 2a. Creating an environment of trust and respect, establishing a culture for ongoing instructional improvement, and establishing clear procedures for teachers to gain access to instructional support |       |                |          |          |          |            |
| 2b. Establishing and maintaining norms of behavior for professional interactions   |       |                |          |          |          |            |
| <b>COMMENTS:</b>   |       |                |          |          |          |            |
|  |       |                |          |          |          |            |
| <b>DOMAIN 3: DELIVERY OF SERVICE</b>   |       | <b>D</b>       | <b>P</b> | <b>B</b> | <b>U</b> | <b>N/A</b> |
| 3a. Collaborating with teachers in the design of instructional units and lessons, engaging teachers in new instructional skills, and sharing expertise with staff                                      |       |                |          |          |          |            |
| 3b. Locating resources for teachers to support instructional improvement   |       |                |          |          |          |            |
| 3c. Demonstrating flexibility and responsiveness   |       |                |          |          |          |            |
| 3d. Working with staff to analyze assessment results and using assessment to monitor students learning   |       |                |          |          |          |            |
| 3e. Designing lessons with clear measurable goals aligned to district outcomes, utilizing a variety of materials and teaching strategies, and engaging students as active learners                     |       |                |          |          |          |            |
| <b>COMMENTS:</b>   |       |                |          |          |          |            |
|  |       |                |          |          |          |            |



| <b>DOMAIN 4: PROFESSIONAL RESPONSIBILITY</b>                         | <b>D</b> | <b>P</b> | <b>B</b>           | <b>U</b> | <b>N/A</b> |
|--|----------|----------|--------------------|----------|------------|
| 4b. Preparing and submitting budgets and reports                     |          |          |                    |          |            |
| 4c. Coordinating work with other instructional specialists           |          |          |                    |          |            |
| 4f. Showing professionalism, including integrity and confidentiality |          |          |                    |          |            |
| <b>COMMENTS:</b>   |          |          |                    |          |            |
| <b>ADDITIONAL COMMENTS/SUGGESTIONS:</b>                              |          |          |                    |          |            |
| <b>TEACHER COMMENTS:</b>   |          |          |                    |          |            |
| <b>Signatures:</b>   |          |          |                    |          |            |
| <b>Educator:</b> _____   |          |          | <b>Date:</b> _____ |          |            |
| <b>Administrator:</b> _____  |          |          | <b>Date:</b> _____ |          |            |

**LITCHFIELD SCHOOL DISTRICT – MINI-OBSERVATION FORM**  
**Library Media Specialist**

|   |          |            |          |          |            |
|---|----------|------------|----------|----------|------------|
| Specialist  | Date:    | Grade:     |          |          |            |
| School:   | Time:    | Evaluator: |          |          |            |
| <b>DOMAIN 1: PLANNING AND PREPARATION</b>   | <b>D</b> | <b>P</b>   | <b>B</b> | <b>U</b> | <b>N/A</b> |
| 1a. Demonstrating knowledge of literature and current trends in library/media practice and information technology                     |          |            |          |          |            |
| 1b. Demonstrating knowledge of the school's program and student information needs within that program                                 |          |            |          |          |            |
| 1c. Establishing goals for library/media program appropriate to the setting and students served                                       |          |            |          |          |            |
| 1d. Demonstrating knowledge of resources, within and beyond the school and district and to access such resources as interlibrary loan |          |            |          |          |            |
| <b>COMMENTS:</b>  |          |            |          |          |            |
|   |          |            |          |          |            |
| <b>DOMAIN 2: ENVIRONMENT</b>  | <b>D</b> | <b>P</b>   | <b>B</b> | <b>U</b> | <b>N/A</b> |
| 2a. Creating an environment of respect and rapport  |          |            |          |          |            |
| 2b. Establishing a culture for investigation and love of literature   |          |            |          |          |            |
| 2c. Establishing and maintaining library procedures   |          |            |          |          |            |
| 2d. Managing student behavior   |          |            |          |          |            |
| 2e. Organizing physical space   |          |            |          |          |            |
| <b>COMMENTS:</b>  |          |            |          |          |            |
|   |          |            |          |          |            |
| <b>DOMAIN 3: DELIVERY OF SERVICE</b>  | <b>D</b> | <b>P</b>   | <b>B</b> | <b>U</b> | <b>N/A</b> |
| 3a. Assessing student needs   |          |            |          |          |            |
| 3b. Collaborating with teachers in the design of instructional units and lessons  |          |            |          |          |            |
| 3c. Engaging students in enjoying literature and in learning information skills   |          |            |          |          |            |
| 3d. Assisting students and teachers in the use of technology in the library/media center  |          |            |          |          |            |
| 3e. Demonstrating flexibility and responsiveness  |          |            |          |          |            |
| <b>COMMENTS:</b>  |          |            |          |          |            |
|   |          |            |          |          |            |
| <b>DOMAIN 4: PROFESSIONAL RESPONSIBILITY</b>  | <b>D</b> | <b>P</b>   | <b>B</b> | <b>U</b> | <b>N/A</b> |
| 4d. Participating in the professional community   |          |            |          |          |            |
| 4f. Showing professionalism   |          |            |          |          |            |
| <b>COMMENTS:</b>  |          |            |          |          |            |
|   |          |            |          |          |            |

**ADDITIONAL COMMENTS/SUGGESTIONS:**

**TEACHER COMMENTS:**

**Signatures:**

**Educator:** \_\_\_\_\_

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

**Administrator:** \_\_\_\_\_

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

**LITCHFIELD SCHOOL DISTRICT – MINI-OBSERVATION FORM**  
**School Counselor**

|   |          |            |          |          |            |  |
|---|----------|------------|----------|----------|------------|--|
| Counselor:  | Date:    | Activity:  |          |          |            |  |
| School:   | Time:    | Evaluator: |          |          |            |  |
| <b>DOMAIN 1: PLANNING AND PREPARATION</b>                                     | <b>D</b> | <b>P</b>   | <b>B</b> | <b>U</b> | <b>N/A</b> |  |
| 1a: Demonstrating Knowledge of School Counseling Theory                       |          |            |          |          |            |  |
| 1b: Demonstrating Knowledge of Students                                       |          |            |          |          |            |  |
| 1c: Establishing Counseling Outcomes  |          |            |          |          |            |  |
| 1d: Demonstrating Knowledge of Resources                                      |          |            |          |          |            |  |
| 1e: Contributes to the Development of a Coherent Counseling Plan              |          |            |          |          |            |  |
| 1f: Contributes to Overall Program Assessment                                 |          |            |          |          |            |  |
| <b>COMMENTS:</b>  |          |            |          |          |            |  |
|   |          |            |          |          |            |  |
| <b>DOMAIN 2: ENVIRONMENT</b>  | <b>D</b> | <b>P</b>   | <b>B</b> | <b>U</b> | <b>N/A</b> |  |
| 2a: Creating an Environment of Respect and Rapport                            |          |            |          |          |            |  |
| 2b: Establishing a Culture for Learning                                       |          |            |          |          |            |  |
| 2c: Managing Routines and Procedures  |          |            |          |          |            |  |
| 2d: Managing Student Behavior   |          |            |          |          |            |  |
| 2e: Organizing Physical Space   |          |            |          |          |            |  |
| <b>COMMENTS:</b>  |          |            |          |          |            |  |
|   |          |            |          |          |            |  |
| <b>DOMAIN 3: DELIVERY OF SERVICE</b>  | <b>D</b> | <b>P</b>   | <b>B</b> | <b>U</b> | <b>N/A</b> |  |
| 3a. Communicating with Students   |          |            |          |          |            |  |
| 3b: Using Appropriate Counseling Techniques                                   |          |            |          |          |            |  |
| 3c: Engaging Students in the Formulation of Current and Future Plans          |          |            |          |          |            |  |
| 3d. Assessing Student Needs   |          |            |          |          |            |  |
| 3e. Implementing Responsive Services  |          |            |          |          |            |  |
| <b>COMMENTS:</b>  |          |            |          |          |            |  |
|   |          |            |          |          |            |  |
| <b>DOMAIN 4: PROFESSIONAL RESPONSIBILITY</b>                                  | <b>D</b> | <b>P</b>   | <b>B</b> | <b>U</b> | <b>N/A</b> |  |
| 4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice |          |            |          |          |            |  |
| 4c: Communicating with Families, Staff, and Community                         |          |            |          |          |            |  |
| 4f. Showing professionalism   |          |            |          |          |            |  |
| <b>COMMENTS:</b>  |          |            |          |          |            |  |
|   |          |            |          |          |            |  |

**ADDITIONAL COMMENTS/SUGGESTIONS:**

**TEACHER COMMENTS:**

**Signatures:**

**Educator:** \_\_\_\_\_

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

**Administrator:** \_\_\_\_\_

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

**LITCHFIELD SCHOOL DISTRICT – MINI-OBSERVATION FORM**  
**School Nurse**

|  |       |            |          |          |          |            |
|--|-------|------------|----------|----------|----------|------------|
| Nurse:   | Date: | Activity:  |          |          |          |            |
| School:  | Time: | Evaluator: |          |          |          |            |
| <b>DOMAIN 1: PLANNING AND PREPARATION</b>  |       | <b>D</b>   | <b>P</b> | <b>B</b> | <b>U</b> | <b>N/A</b> |
| 1a: Demonstrating medical knowledge and skill in nursing techniques  |       |            |          |          |          |            |
| 1b. Demonstrating knowledge of child and adolescent development  |       |            |          |          |          |            |
| 1c. Establishing goals for the nursing program appropriate to the setting and the students served                                |       |            |          |          |          |            |
| 1d Demonstrating knowledge of government, community, and district regulation and resources                                       |       |            |          |          |          |            |
| 1e. Planning the nursing program for both individual students and groups of students, integrated with the regular school program |       |            |          |          |          |            |
| <b>COMMENTS:</b>   |       |            |          |          |          |            |
| <b>DOMAIN 2: ENVIRONMENT</b>   |       | <b>D</b>   | <b>P</b> | <b>B</b> | <b>U</b> | <b>N/A</b> |
| 2a. Creating an environment of respect rapport   |       |            |          |          |          |            |
| 2b. Establishing a culture for health and wellness   |       |            |          |          |          |            |
| 2c. Following health protocols and procedures  |       |            |          |          |          |            |
| 2d. Supervising health associates*   |       |            |          |          |          |            |
| 2e. Organizing physical space  |       |            |          |          |          |            |
| <b>COMMENTS:</b>   |       |            |          |          |          |            |
| <b>DOMAIN 3: DELIVERY OF SERVICE</b>   |       | <b>D</b>   | <b>P</b> | <b>B</b> | <b>U</b> | <b>N/A</b> |
| 3a. Assessing student needs  |       |            |          |          |          |            |
| 3b. Administering medication to students   |       |            |          |          |          |            |
| 3c. Promoting wellness through classes or classroom visits*  |       |            |          |          |          |            |
| 3e. Demonstrating Flexibility and Responsiveness   |       |            |          |          |          |            |
| <b>COMMENTS:</b>   |       |            |          |          |          |            |
| <b>DOMAIN 4: PROFESSIONAL RESPONSIBILITY</b>   |       | <b>D</b>   | <b>P</b> | <b>B</b> | <b>U</b> | <b>N/A</b> |
| 4b. Maintaining health records in accordance with policy and submitting reports in a timely fashion                              |       |            |          |          |          |            |
| 4c. Maintaining an effective data management system  |       |            |          |          |          |            |
| 4f. Showing professionalism  |       |            |          |          |          |            |
| <b>COMMENTS:</b>   |       |            |          |          |          |            |
| <b>ADDITIONAL COMMENTS/SUGGESTIONS:</b>  |       |            |          |          |          |            |

|  |
|--|
|  |
| <b>TEACHER COMMENTS:</b>                       |
| <b>Signatures:</b>                             |
| <b>Educator:</b> _____ <b>Date:</b> _____      |
| <b>Administrator:</b> _____ <b>Date:</b> _____ |

**LITCHFIELD SCHOOL DISTRICT – MINI- OBSERVATION FORM**  
**Therapeutic Specialists**

|  |          |            |          |          |            |
|--|----------|------------|----------|----------|------------|
| Therapist:   | Date:    | Activity:  |          |          |            |
| School:  | Time:    | Evaluator: |          |          |            |
| <b>DOMAIN 1: PLANNING AND PREPARATION</b>  | <b>D</b> | <b>P</b>   | <b>B</b> | <b>U</b> | <b>N/A</b> |
| 1a. Demonstrating knowledge and skill in the specialist therapy; holding the relevant certificate or license           |          |            |          |          |            |
| 1b. Establishing goals for the therapy program appropriate to the setting and the students served                      |          |            |          |          |            |
| 1c. Demonstrating knowledge of district, state and federal regulation and guidelines                                   |          |            |          |          |            |
| 1d. Demonstrating knowledge of resources, both within and beyond the school and district.                              |          |            |          |          |            |
| 1e. Planning the therapy program, integrated with the overall school program, to meet the needs of individual students |          |            |          |          |            |
| <b>COMMENTS:</b>   |          |            |          |          |            |
|  |          |            |          |          |            |
| <b>DOMAIN 2: ENVIRONMENT</b>   | <b>D</b> | <b>P</b>   | <b>B</b> | <b>U</b> | <b>N/A</b> |
| 2a. Establishing rapport with students   |          |            |          |          |            |
| 2b. Organizing time effectively  |          |            |          |          |            |
| 2c. Establishing and Maintaining clear procedures for referrals  |          |            |          |          |            |
| 2d. Establishing standards of conduct in the treatment center  |          |            |          |          |            |
| 2e. Organizing physical space for testing of students and providing therapy  |          |            |          |          |            |
| <b>COMMENTS:</b>   |          |            |          |          |            |
|  |          |            |          |          |            |
| <b>DOMAIN 3: DELIVERY OF SERVICE</b>   | <b>D</b> | <b>P</b>   | <b>B</b> | <b>U</b> | <b>N/A</b> |
| 3a. Responding to referrals and evaluating student needs   |          |            |          |          |            |
| 3b. Developing and implementing treatment plans to maximize students' success  |          |            |          |          |            |
| 3c. Communicating with Families  |          |            |          |          |            |
| 3d. Collecting information; Writing reports  |          |            |          |          |            |
| 3e. Demonstrating Flexibility and Responsiveness   |          |            |          |          |            |
| <b>COMMENTS:</b>   |          |            |          |          |            |
|  |          |            |          |          |            |



| <b>DOMAIN 4: PROFESSIONAL RESPONSIBILITY</b>  | <b>D</b> | <b>P</b>           | <b>B</b> | <b>U</b> | <b>N/A</b> |
|---|----------|--------------------|----------|----------|------------|
| 4b. Collaborating with teachers and administrators  |          |                    |          |          |            |
| 4c. Maintaining an effective data management system   |          |                    |          |          |            |
| 4f. Showing professionalism, including integrity, advocacy, and maintaining confidentiality |          |                    |          |          |            |
| 4g. Supervising therapeutic assistants  |          |                    |          |          |            |
| <b>COMMENTS:</b>  |          |                    |          |          |            |
| <b>ADDITIONAL COMMENTS/SUGGESTIONS:</b>   |          |                    |          |          |            |
| <b>TEACHER COMMENTS:</b>  |          |                    |          |          |            |
| <b>Signatures:</b>  |          |                    |          |          |            |
| <b>Educator:</b> _____  |          | <b>Date:</b> _____ |          |          |            |
| <b>Administrator:</b> _____   |          | <b>Date:</b> _____ |          |          |            |

LITCHFIELD SCHOOL DISTRICT

TEACHER  
SUMMATIVE EVALUATION REPORT

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_ No. of Students: \_\_\_\_\_

Intended Learning Goals: \_\_\_\_\_

**This report must be completed following each formal classroom observation.**

**All skills must be rated as:**

- D (4) Distinguished – Performs above expected performance level**
- P (3) Proficient – Performs at expected performance level**
- B (2) Basic – improvement recommended to reach proficient performance level**
- U (1) Unsatisfactory - performs below basic level of performance**
- N/A Not Applicable or Not Observed**

**Comments MUST be included for all ratings. It is intended that data be included when appropriate.**

**DOMAIN 1: PLANNING AND PREPARATION**

|   | D<br>(4) | P<br>(3) | B<br>(2) | U<br>(1) | N/A |
|---|----------|----------|----------|----------|-----|
| 1a. Demonstrating Knowledge of Content and Unit/Lesson Design |          |          |          |          |     |
| 1b. Demonstrating Knowledge of Students                       |          |          |          |          |     |
| 1c. Setting instructional outcomes                            |          |          |          |          |     |
| 1d. Designing Coherent Instruction                            |          |          |          |          |     |
| 1e. Designing Student Assessments                             |          |          |          |          |     |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

Click here to enter text.

**DOMAIN 2: CLASSROOM ENVIRONMENT**

|  | D<br>(4) | P<br>(3) | B<br>(2) | U<br>(1) | N/A |
|--|----------|----------|----------|----------|-----|
|  |          |          |          |          |     |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 2a. Creating an Environment of Respect and Rapport |  |  |  |  |  |
| 2b. Establishing a Culture of Learning             |  |  |  |  |  |
| 2c. Managing Classroom Procedures                  |  |  |  |  |  |
| 2d. Managing Student Behavior                      |  |  |  |  |  |
| 2e. Organizing Physical Space                      |  |  |  |  |  |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

Click here to enter text.

**DOMAIN 3: INSTRUCTION**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 3a. Communication with Students                  |                  |                  |                  |                  |            |
| 3b. Using Questioning and Discussion Techniques  |                  |                  |                  |                  |            |
| 3c. Engaging Students in Learning                |                  |                  |                  |                  |            |
| 3d. Using Assessment in Instruction              |                  |                  |                  |                  |            |
| 3e. Demonstrating Flexibility and Responsiveness |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

Click here to enter text.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITY**

|   | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|---|------------------|------------------|------------------|------------------|------------|
| 4a. Reflecting on Teaching                      |                  |                  |                  |                  |            |
| 4b. Maintaining Accurate Records                |                  |                  |                  |                  |            |
| 4c. Communicating with Families                 |                  |                  |                  |                  |            |
| 4d. Participating in the Professional Community |                  |                  |                  |                  |            |
| 4e. Growing and Developing Professionally       |                  |                  |                  |                  |            |

|                             |  |  |  |  |  |
|-----------------------------|--|--|--|--|--|
| 4f. Showing Professionalism |  |  |  |  |  |
|-----------------------------|--|--|--|--|--|

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

[Click here to enter text.](#)

**Continue regular observation cycle.**

**Follow-up observation and conference to be scheduled by:**

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

**Requested by:** \_\_\_\_\_ **Teacher**      \_\_\_\_\_ **Administrator**

**Specific Objectives(s) for follow-up observation and/or possible resources:**

**Evaluator's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Date of post-conference:** \_\_\_\_\_

*The teacher's signature signifies she/he has read this observation report and has discussed it with the evaluator. The teacher may write comments to attach to this report. Comments must be submitted to the evaluator within ten school days of receiving the written observation report.*

LITCHFIELD SCHOOL DISTRICT

INSTRUCTIONAL SPECIALISTS  
SUMMATIVE EVALUATION REPORT

Specialist \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_ No. of Students: \_\_\_\_\_

Intended Learning

Goals: \_\_\_\_\_

**This report must be completed following each formal classroom observation.**

**All skills must be rated as:**

**D (4) Distinguished – Performs above expected performance level**

**P (3) Proficient – Performs at expected performance level**

**B (2) Basic – improvement recommended to reach proficient performance level**

**U (1) Unsatisfactory - performs below basic level of performance**

**N/A Not Applicable or Not Observed**

**Comments MUST be included for all ratings. It is intended that data be included when appropriate.**

**DOMAIN 1: PLANNING AND PREPARATION**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 1a: Demonstrating knowledge of current trends in specialty area and professional development, as well as the school's program and levels of teacher skills in delivering the program |                  |                  |                  |                  |            |
| 1b. Establishing goals for the instructional support program appropriate to the setting and the teachers served  |                  |                  |                  |                  |            |
| 1c. Demonstrating knowledge of resources, both within and beyond the school and district   |                  |                  |                  |                  |            |
| 1d. Planning and evaluating the instructional support program, integrated with the overall school program  |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**

**P (2.51-3.5)**

**B (1.51-2.5)**

**U (1-1.5)**

**N/A**

Comments:

Click here to enter text.

**DOMAIN 2: CLASSROOM ENVIRONMENT**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 2a. Creating an environment of trust and respect, establishing a culture for ongoing instructional improvement, and establishing clear procedures for teachers to gain access to instructional support |                  |                  |                  |                  |            |
| 2b. Establishing and maintaining norms of behavior for professional interactions   |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

[Click here to enter text.](#)

**DOMAIN 3: DELIVERY OF SERVICE**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 3a. Collaborating with teachers in the design of instructional units and lessons, engaging teachers in new instructional skills, and sharing expertise with staff                  |                  |                  |                  |                  |            |
| 3b. Locating resources for teachers to support instructional improvement   |                  |                  |                  |                  |            |
| 3c. Demonstrating flexibility and responsiveness   |                  |                  |                  |                  |            |
| 3d. Working with staff to analyze assessment results and using assessment to monitor students learning   |                  |                  |                  |                  |            |
| 3e. Designing lessons with clear measurable goals aligned to district outcomes, utilizing a variety of materials and teaching strategies, and engaging students as active learners |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

[Click here to enter text.](#)

**DOMAIN 4: PROFESSIONAL RESPONSIBILITY**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 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 |  |  |  |  |  |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

Click here to enter text.

**Continue regular observation cycle.**

**Follow-up observation and conference to be scheduled by:**

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

**Requested by:** \_\_\_\_\_ **Teacher**      \_\_\_\_\_ **Administrator**

**Specific Objectives(s) for follow-up observation and/or possible resources:**

**Evaluator's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Date of post-conference:** \_\_\_\_\_

*The teacher's signature signifies she/he has read this observation report and has discussed it with the evaluator. The teacher may write comments to attach to this report. Comments must be submitted to the evaluator within ten school days of receiving the written observation report.*

LITCHFIELD SCHOOL DISTRICT

LIBRARY MEDIA SPECIALIST  
SUMMATIVE EVALUATION REPORT

Specialist \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Activity: \_\_\_\_\_ No. of Students: \_\_\_\_\_

Intended Learning

Goals: \_\_\_\_\_

**This report must be completed following each formal classroom observation.**

**All skills must be rated as:**

**D (4) Distinguished – Performs above expected performance level**

**P (3) Proficient – Performs at expected performance level**

**B (2) Basic – improvement recommended to reach proficient performance level**

**U (1) Unsatisfactory - performs below basic level of performance**

**N/A Not Applicable or Not Observed**

**Comments MUST be included for all ratings. It is intended that data be included when appropriate.**

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**DOMAIN 1: PLANNING AND PREPARATION**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology                    |                  |                  |                  |                  |            |
| 1b. Demonstrating knowledge of the school's program and student information needs within that program                                |                  |                  |                  |                  |            |
| 1c. Establishing goals for library/media program appropriate to the setting and students served                                      |                  |                  |                  |                  |            |
| 1d Demonstrating knowledge of resources, within and beyond the school and district and to access such resources as interlibrary loan |                  |                  |                  |                  |            |
| 1e. Planning the library/media program integrated with the overall school program  |                  |                  |                  |                  |            |
| 1f. Developing a plan to evaluate the library/media program  |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**

**P (2.51-3.5)**

**B (1.51-2.5)**

**U (1-1.5)**

**N/A**

Comments:

Click here to enter text.



**DOMAIN 2: ENVIRONMENT**

|   | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|---|------------------|------------------|------------------|------------------|------------|
| 2a. Creating an environment of respect and rapport                  |                  |                  |                  |                  |            |
| 2b. Establishing a culture for investigation and love of literature |                  |                  |                  |                  |            |
| 2c. Establishing and maintaining library procedures                 |                  |                  |                  |                  |            |
| 2d. Managing student behavior                                       |                  |                  |                  |                  |            |
| 2e. Organizing physical space                                       |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

[Click here to enter text.](#)

**DOMAIN 3: INSTRUCTION**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 3a. Assessing student needs  |                  |                  |                  |                  |            |
| 3b. Collaborating with teachers in the design of instructional units and lessons         |                  |                  |                  |                  |            |
| 3c. Engaging students in enjoying literature and in learning information skills          |                  |                  |                  |                  |            |
| 3d. Assisting students and teachers in the use of technology in the library/media center |                  |                  |                  |                  |            |
| 3e. Demonstrating flexibility and responsiveness   |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

[Click here to enter text.](#)

**DOMAIN 4: PROFESSIONAL RESPONSIBILITY**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 4a. Reflecting on practice                       |                  |                  |                  |                  |            |
| 4b. Preparing and submitting reports and budgets |                  |                  |                  |                  |            |
| 4c. Communicating with the larger community      |                  |                  |                  |                  |            |
| 4d. Participating in the professional community  |                  |                  |                  |                  |            |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 4e. Engaging in professional development |  |  |  |  |  |
| 4f. Showing professionalism              |  |  |  |  |  |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

Click here to enter text.

**Continue regular observation cycle.**

**Follow-up observation and conference to be scheduled by:**

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

**Requested by:** \_\_\_\_\_ **Teacher**      \_\_\_\_\_ **Administrator**

**Specific Objectives(s) for follow-up observation and/or possible resources:**

**Evaluator's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Date of post-conference:** \_\_\_\_\_

*The teacher's signature signifies she/he has read this observation report and has discussed it with the evaluator. The teacher may write comments to attach to this report. Comments must be submitted to the evaluator within ten school days of receiving the written observation report.*

LITCHFIELD SCHOOL DISTRICT

SCHOOL COUNSELOR  
SUMMATIVE EVALUATION REPORT

Counselor: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

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

Intended Learning

Goals: \_\_\_\_\_

**This report must be completed following each formal classroom observation.**

**All skills must be rated as:**

**D (4) Distinguished – Performs above expected performance level**

**P (3) Proficient – Performs at expected performance level**

**B (2) Basic – improvement recommended to reach proficient performance level**

**U (1) Unsatisfactory - performs below basic level of performance**

**N/A Not Applicable or Not Observed**

**Comments MUST be included for all ratings. It is intended that data be included when appropriate.**

---

**DOMAIN 1: PLANNING AND PREPARATION**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 1a: Demonstrating Knowledge of School Counseling Theory          |                  |                  |                  |                  |            |
| 1b: Demonstrating Knowledge of Students                          |                  |                  |                  |                  |            |
| 1c: Establishing Counseling Outcomes                             |                  |                  |                  |                  |            |
| 1d: Demonstrating Knowledge of Resources                         |                  |                  |                  |                  |            |
| 1e: Contributes to the Development of a Coherent Counseling Plan |                  |                  |                  |                  |            |
| 1f: Contributes to Overall Program Assessment                    |                  |                  |                  |                  |            |

**Overall Rating**

**Average: \_\_\_\_\_**

**D (3.51-4)**

**P (2.51-3.5)**

**B (1.51-2.5)**

**U (1-1.5)**

**N/A**

Comments:

Click here to enter text.

**DOMAIN 2: CLASSROOM ENVIRONMENT**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 2a: Creating an Environment of Respect and Rapport |                  |                  |                  |                  |            |
| 2b: Establishing a Culture for Learning            |                  |                  |                  |                  |            |
| 2c: Managing Routines and Procedures               |                  |                  |                  |                  |            |
| 2d: Managing Student Behavior                      |                  |                  |                  |                  |            |
| 2e: Organizing Physical Space                      |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

Click here to enter text.

**DOMAIN 3: DELIVERY OF SERVICE**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 3a. Communicating with Students                                      |                  |                  |                  |                  |            |
| 3b: Using Appropriate Counseling Techniques                          |                  |                  |                  |                  |            |
| 3c: Engaging Students in the Formulation of Current and Future Plans |                  |                  |                  |                  |            |
| 3d. Assessing Student Needs  |                  |                  |                  |                  |            |
| 3e. Implementing Responsive Services                                 |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

Click here to enter text.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITY**

|   | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|---|------------------|------------------|------------------|------------------|------------|
| 4a. Reflecting on practice  |                  |                  |                  |                  |            |
| 4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice |                  |                  |                  |                  |            |
| 4c: Communicating with Families, Staff, and Community                         |                  |                  |                  |                  |            |
| 4d. Participating in the Professional Community                               |                  |                  |                  |                  |            |
| 4e. Growing and developing professionally                                     |                  |                  |                  |                  |            |
| 4f. Showing professionalism   |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

**Comments:**

[Click here to enter text.](#)

**Continue regular observation cycle.**

**Follow-up observation and conference to be scheduled by:**

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

**Requested by:** \_\_\_\_\_ **Teacher**      \_\_\_\_\_ **Administrator**

**Specific Objectives(s) for follow-up observation and/or possible resources:**

**Evaluator's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Date of post-conference:** \_\_\_\_\_

*The teacher's signature signifies she/he has read this observation report and has discussed it with the evaluator. The teacher may write comments to attach to this report. Comments must be submitted to the evaluator within ten school days of receiving the written observation report.*

LITCHFIELD SCHOOL DISTRICT

SCHOOL NURSE  
SUMMATIVE EVALUATION REPORT

Nurse: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

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

Intended Learning

Goals: \_\_\_\_\_

**This report must be completed following each formal classroom observation.**

**All skills must be rated as:**

**D (4) Distinguished – Performs above expected performance level**

**P (3) Proficient – Performs at expected performance level**

**B (2) Basic – improvement recommended to reach proficient performance level**

**U (1) Unsatisfactory - performs below basic level of performance**

**N/A Not Applicable or Not Observed**

**Comments MUST be included for all ratings. It is intended that data be included when appropriate.**

**DOMAIN 1: PLANNING AND PREPARATION**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 1a: Demonstrating medical knowledge and skill in nursing techniques  |                  |                  |                  |                  |            |
| 1b. Demonstrating knowledge of child and adolescent development  |                  |                  |                  |                  |            |
| 1c. Establishing goals for the nursing program appropriate to the setting and the students served                                |                  |                  |                  |                  |            |
| 1d Demonstrating knowledge of government, community, and district regulation and resources                                       |                  |                  |                  |                  |            |
| 1e. Planning the nursing program for both individual students and groups of students, integrated with the regular school program |                  |                  |                  |                  |            |
| 1f. Developing a plan to evaluate the school nursing program   |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**

**P (2.51-3.5)**

**B (1.51-2.5)**

**U (1-1.5)**

**N/A**

Comments:

Click here to enter text.

**DOMAIN 2: ENVIRONMENT**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 2a. Creating an environment of respect rapport     |                  |                  |                  |                  |            |
| 2b. Establishing a culture for health and wellness |                  |                  |                  |                  |            |
| 2c. Following health protocols and procedures      |                  |                  |                  |                  |            |
| 2d. Supervising health associates*                 |                  |                  |                  |                  |            |
| 2e. Organizing physical space                      |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

[Click here to enter text.](#)

**DOMAIN 3: DELIVERY OF SERVICE**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 3a. Assessing student needs  |                  |                  |                  |                  |            |
| 3b. Administering medication to students   |                  |                  |                  |                  |            |
| 3c. Promoting wellness through classes or classroom visits*  |                  |                  |                  |                  |            |
| 3d. Managing emergency situations  |                  |                  |                  |                  |            |
| 3e. Demonstrating Flexibility and Responsiveness   |                  |                  |                  |                  |            |
| 3f. Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

[Click here to enter text.](#)

**DOMAIN 4: PROFESSIONAL RESPONSIBILITY**

|   | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|---|------------------|------------------|------------------|------------------|------------|
| 4a. Reflecting on practice  |                  |                  |                  |                  |            |
| 4b. Maintaining health records in accordance with policy and submitting reports in a timely fashion |                  |                  |                  |                  |            |
| 4c. Maintaining an effective data management system   |                  |                  |                  |                  |            |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 4d. Participating in a professional community |  |  |  |  |  |
| 4e. Engaging in professional development      |  |  |  |  |  |
| 4f. Showing professionalism                   |  |  |  |  |  |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

**Comments:**

Click here to enter text.

**Continue regular observation cycle.**

**Follow-up observation and conference to be scheduled by:**

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

**Requested by:** \_\_\_\_\_ **Teacher**      \_\_\_\_\_ **Administrator**

**Specific Objectives(s) for follow-up observation and/or possible resources:**

**Evaluator's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Date of post-conference:** \_\_\_\_\_

*The teacher's signature signifies she/he has read this observation report and has discussed it with the evaluator. The teacher may write comments to attach to this report. Comments must be submitted to the evaluator within ten school days of receiving the written observation report.*



LITCHFIELD SCHOOL DISTRICT

THERAPEUTIC SPECIALIST  
SUMMATIVE EVALUATION REPORT

Therapist: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

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

Intended Learning

Goals: \_\_\_\_\_

**This report must be completed following each formal classroom observation.**

**All skills must be rated as:**

**D (4) Distinguished – Performs above expected performance level**

**P (3) Proficient – Performs at expected performance level**

**B (2) Basic – improvement recommended to reach proficient performance level**

**U (1) Unsatisfactory - performs below basic level of performance**

**N/A Not Applicable or Not Observed**

**Comments MUST be included for all ratings. It is intended that data be included when appropriate.**

---

**DOMAIN 1: PLANNING AND PREPARATION**

|  | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|--|------------------|------------------|------------------|------------------|------------|
| 1a: Demonstrating knowledge and skill in the specialist therapy; holding the relevant certificate or license           |                  |                  |                  |                  |            |
| 1b. Establishing goals for the therapy program appropriate to the setting and the students served                      |                  |                  |                  |                  |            |
| 1c. Demonstrating knowledge of district, state and federal regulation and guidelines                                   |                  |                  |                  |                  |            |
| 1d Demonstrating knowledge of resources, both within and beyond the school and district.                               |                  |                  |                  |                  |            |
| 1e. Planning the therapy program, integrated with the overall school program, to meet the needs of individual students |                  |                  |                  |                  |            |
| 1f. Developing a plan to evaluate the therapy program  |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**

**P (2.51-3.5)**

**B (1.51-2.5)**

**U (1-1.5)**

**N/A**

Comments:

Click here to enter text.

**DOMAIN 2: CLASSROOM ENVIRONMENT**

|   | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|---|------------------|------------------|------------------|------------------|------------|
| 2a. Establishing rapport with students                                      |                  |                  |                  |                  |            |
| 2b. Organizing time effectively   |                  |                  |                  |                  |            |
| 2c. Establishing and Maintaining clear procedures for referrals             |                  |                  |                  |                  |            |
| 2d. Establishing standards of conduct in the treatment center               |                  |                  |                  |                  |            |
| 2e. Organizing physical space for testing of students and providing therapy |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

[Click here to enter text.](#)

**DOMAIN 3: DELIVERY OF SERVICE**

|   | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|---|------------------|------------------|------------------|------------------|------------|
| 3a. Responding to referrals and evaluating student needs                      |                  |                  |                  |                  |            |
| 3b. Developing and implementing treatment plans to maximize students' success |                  |                  |                  |                  |            |
| 3c. Communicating with Families   |                  |                  |                  |                  |            |
| 3d. Collecting information; Writing reports                                   |                  |                  |                  |                  |            |
| 3e. Demonstrating Flexibility and Responsiveness                              |                  |                  |                  |                  |            |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

[Click here to enter text.](#)

**DOMAIN 4: PROFESSIONAL RESPONSIBILITY**

|   | <b>D<br/>(4)</b> | <b>P<br/>(3)</b> | <b>B<br/>(2)</b> | <b>U<br/>(1)</b> | <b>N/A</b> |
|---|------------------|------------------|------------------|------------------|------------|
| 4a. Reflecting on practice                          |                  |                  |                  |                  |            |
| 4b. Collaborating with teachers and administrators  |                  |                  |                  |                  |            |
| 4c. Maintaining an effective data management system |                  |                  |                  |                  |            |
| 4d. Participating in a professional community       |                  |                  |                  |                  |            |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 4e. Engaging in professional development  |  |  |  |  |  |
| 4f. Showing professionalism, including integrity, advocacy, and maintaining confidentiality |  |  |  |  |  |
| 4g. Supervising therapeutic assistants  |  |  |  |  |  |

**Overall Rating**

**Average:** \_\_\_\_\_

**D (3.51-4)**     **P (2.51-3.5)**     **B (1.51-2.5)**     **U (1-1.5)**     **N/A**

Comments:

Click here to enter text.

Continue regular observation cycle.

Follow-up observation and conference to be scheduled by:

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

**Requested by:** \_\_\_\_\_ **Teacher**      \_\_\_\_\_ **Administrator**

**Specific Objectives(s) for follow-up observation and/or possible resources:**

**Evaluator's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date** : \_\_\_\_\_

**Date of post-conference:** \_\_\_\_\_

*The teacher's signature signifies she/he has read this observation report and has discussed it with the evaluator. The teacher may write comments to attach to this report. Comments must be submitted to the evaluator within ten school days of receiving the written observation report.*

**Litchfield School District  
Assistance Plan  
For Continuing Contract Educators**

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

Grade/Level: \_\_\_\_\_ Subject: \_\_\_\_\_

1. Area(s) to be addressed:
2. Reasons for the recommendation:
3. Specific Improvement goals and benchmarks for measuring improvement (includes timelines and measurable results):
4. Strategies for accomplishing the goals, along with specific criteria for assessing successful completion of goals:
5. Schedule for progress meetings and formal observations:
6. Resources needed to assist the teacher (ex. Peer coach, specific professional development, etc.):

If the problem is resolved by completion of the Assistance Plan, then the educator is returned to Continuing Contract status.

If the problem is not resolved, but significant progress has been made, as determined by the building administrator, the educator may remain on the Assistance Plan for up to an additional year.

If the problem is not resolved and little or no progress is made under the Assistance Plan, then the educator is referred to the Superintendent for potential salary freeze, dismissal and/or non-renewal.

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Litchfield School District  
Assistance Plan  
For Continuing Contract Educators**

Name:    Mrs. X    Date:    10/31/08   

Grade/Level:    6    Subject:    Social Studies   

1. Area(s) to be addressed:  
*Professional Responsibility and Classroom Management*
  
2. Reasons for the recommendation:  
*In the area of professional responsibility, Mrs. X has been consistently late to her class in the morning and following lunch. This has left her students unsupervised on numerous occasions.*
  
3. Specific Improvement goals and benchmarks for measuring improvement (includes timelines and measurable results):
  - *Mrs. X will be on time to class each morning and afternoon*
  - *Mrs. X will establish and implement a discipline plan for her classroom by December 1, 2008.*
  - *Mrs. X will consistently implement the discipline plan for her classroom for the remainder of the school year.*
  
4. Strategies for accomplishing the goals, along with specific criteria for assessing successful completion of goals:
  - *Mrs. X will be on time to class each morning and afternoon.*
  - *Mrs. X will engage in professional development researching effective discipline plans utilized in effective classroom.*
  - *Mrs. X will observe colleagues to learn effective classroom management techniques.*
  
5. Schedule for progress meetings and formal observations:
  - *Nov. 15, 2008 – Progress meeting to discuss progress made on establishing a discipline plan.*
  - *Nov. 30, 2008 – Progress meeting where Mrs. X will share the discipline plan that will be implemented in her classroom on Dec 1<sup>st</sup>.*
  - *Dec. 5, 2008 – Formal Observation to observe discipline plan in action.*
  - *Dec. 15, 2008 – Progress meeting to discuss the implementation of the discipline plan.*
  - *Jan. 5, 2008, Formal observation to observe the discipline plan in action.*
  - *Jan. 15, 2008 – Progress meeting to discuss the need for further progress meetings and to schedule monthly formal observations for the remainder of the year.*

6. Resources needed to assist the teacher (ex. Peer coach, specific professional development, etc.):
- *Funds for professional development in classroom management (provided through teacher contract).*
  - *A minimum of three periods of coverage to observe colleagues with effective classroom management (to be arrange by the Principal).*

If the problem is resolved by completion of the Assistance Plan, then the educator is returned to Continuing Contract status.

If the problem is not resolved, but significant progress has been made, as determined by the building administrator, the educator may remain on the Assistance Plan for up to an additional year.

If the problem is not resolved and little or no progress is made under the Assistance Plan, then the educator is referred to the Superintendent for potential salary freeze, dismissal and/or non-renewal.

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

This guide is intended to serve as a tool to assist teachers in developing their student learning goals/objectives, as well as guide the discussion between a teacher and evaluator during the goal-setting conference. Each of the components described below includes guiding questions and descriptions for developing high quality and rigorous student learning goals/objectives.

| Component  | Guiding Questions   | Descriptors   |
|--|---|---|
| <b>Student Learning Goal/Objective Statement</b> | <i>What is the expectation for student growth and development?</i>  | <ul style="list-style-type: none"> <li>Identifies big and core ideas, domains, knowledge, and/or skills students are expected to acquire for which baseline data indicate a need</li> <li>Describes a broad goal for expected student growth and development</li> <li>Reflects high expectations for student growth and development and aims for mastery of content and/or skill development</li> <li>Ties to the school improvement plan</li> </ul>  |
| <b>Student Population</b>                        | <i>Who is included in this student learning goal/objective? Why is this target group/class selected?</i>  | <ul style="list-style-type: none"> <li>Justifies why this class and/or group was selected, as supported by data.</li> <li>Describes characterizes of student population with specific including special needs, EL, 504, tiered students, etc. relevant to the goal objective (e.g., I have 6 English language learners, 4 special ed. Students...)</li> <li>Includes a large proportion of students including specific sub groups where appropriate</li> </ul>  |
| <b>Learning</b>                                  | <i>Which competencies/performance indicators are connected to the learning content?</i>   | <ul style="list-style-type: none"> <li>Selects applicable competencies or indicators from the approved Litchfield Curriculum Frameworks specific to student learning needs identified from analysis of baseline data.</li> </ul>  |
| <b>Instructional Strategies/Supports</b>         | <i>What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective?</i> | <ul style="list-style-type: none"> <li>Describes key instructional strategies that will promote student learning related to the student learning goal/objective</li> <li>States how formative assessments will be used to guide instruction and monitor progress toward the student learning goal objective</li> <li>Identifies professional learning/supports needed to attain the student learning goal/objective</li> </ul>  |
| <b>Baseline/Trend Data</b>                       | <i>What data were reviewed to assist in establishing the student learning goal/objective?</i>   | <ul style="list-style-type: none"> <li>Identifies by specific name any baseline assessment(s) and/or performance measures used (e.g. trend data, historical data, prior grades, feedback from parents and previous teachers, observations and other baseline data available, etc.)</li> <li>Summarizes student data to demonstrate specific student need for the learning content tied to specific standards (including strengths and weakness)</li> </ul>  |
| <b>Growth Targets</b>                            | <p>A. <i>How will you measure progress toward your student learning goal/objective?</i></p> <p>B. <i>What targets will you establish to demonstrate attainment of your student learning goal/objective?</i></p>       | <p><b>A. ASSESSMENTS/MEASURES OF PROGRESS</b></p> <ul style="list-style-type: none"> <li>Identifies by specific name the standardized and/or non-standardized assessment(s)/measures of progress that will be used as indicators of student growth and development</li> <li>Takes into consideration how all students may demonstrate application of their knowledge/skills through multiple measures including but not limited to constructed response items or performance tasks</li> <li>Assessment(s) measures of progress is objective, fair and includes plans for consistent administration procedures</li> <li>Identifies assessment tools including but not limited to answer keys, scoring guides and/or rubrics</li> </ul> <p><b>B. GROWTH TARGETS</b></p> <ul style="list-style-type: none"> <li>Sets individual or differentiated growth targets for a large proportions of students that are rigorous and reflect both greater depth of knowledge and complexity of thinking required for student success</li> <li>Growth targets are based on state test data where available</li> <li>Specifies end dates which includes the majority of the course length</li> </ul> |
| <b>Actual Outcomes</b>                           | <i>Identify the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate.</i>  | <ul style="list-style-type: none"> <li>Describes and analyzes the data that was obtained through this process</li> <li>Relates to how many students have made progress or have demonstrated proficiency</li> </ul>  |
| <b>Comments</b>                                  | <i>Please provide any comments you wish to include about actual outcomes:</i>   | <ul style="list-style-type: none"> <li><i>Include any information that could be relevant to describing the data or outcomes</i></li> </ul>  |

# STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

This guide is intended to serve as a tool to assist teachers in developing their student learning goals/objectives, as well as guide the discussion between a teacher and evaluator during the goal-setting conference. Each of the components described below includes guiding questions and descriptions for developing high quality and rigorous student learning goals/objectives.

| Component  | Guiding Questions  | Descriptors   |
|--|--|---|
| <p><b>Student Learning Goal/Objective Statement</b></p>    | <p><i>What is the expectation for student growth and development?</i></p>  |   |
| <p><b>Student Population</b></p>                           | <p><i>Who is included in this student learning goal/objective? Why is this target group/class selected?</i></p>  |   |
| <p><b>Standards, Learning Content, or Competencies</b></p> | <p><i>Which standards are connected to the learning content?</i></p>   |   |
| <p><b>Instructional Strategies/Supports</b></p>            | <p><i>What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective?</i></p> |   |
| <p><b>Baseline/Trend Data</b></p>                          | <p><i>What data were reviewed to assist in establishing the student learning goal/objective?</i></p>   |   |
| <p><b>Growth Targets</b></p>                               | <p><i>C. How will you measure progress toward your student learning goal/objective?</i></p> <p><i>D. What targets will you establish to demonstrate attainment of your student learning goal/objective?</i></p>              | <p><b>C. <u>ASSESSMENTS/MEASURES OF PROGRESS</u></b></p> <p><b>D. <u>GROWTH TARGETS</u></b></p> |
| <p><b>Actual Outcomes</b></p>                              | <p><i>Identify the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate.</i></p>  |   |
| <p><b>Comments</b></p>                                     | <p><i>Please provide any comments you wish to include about actual outcomes</i></p>  |   |



# STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Individual SLOs     Team SLO

Grade: \_\_\_\_\_

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

Name of Individual or Names of People in Team: \_\_\_\_\_

Content Area: \_\_\_\_\_

| Component   | Guiding Questions   | Descriptors   |                      |  |                  |                    |                                      |                    |  |                   |
|---|---|---|----------------------|--|------------------|--------------------|--------------------------------------|--------------------|--|-------------------|
| <b>Student Learning Goal/Objective Statement</b>    | <i>What is the expectation for student growth and development?</i>  | <i>Students will independently use primary and secondary sources to explain, generalize, connect, and/or form an argument based on historical and contemporary issues related to civics and government.</i>   |                      |  |                  |                    |                                      |                    |  |                   |
| <b>Student Population</b>                           | <i>Identify the students included in this SLO. Include course, grade level, number of students and sub-groups. Why is this target group/class selected?</i>   | <i>There were a total of 60 students in this 12<sup>th</sup> grade social studies course. The following is a breakdown of the expected and actual number of students in each group in this class:</i><br><br>This group was chosen because.....<br>In this student population X number were general education, X number were SPED   |                      |  |                  |                    |                                      |                    |  |                   |
| <b>Standards, Learning Content, or Competencies</b> | <i>Which standards are connected to the learning content?</i>   | <i>These tasks are aligned to the local Social Studies curriculum framework and the cross-curricula literacy standards.</i>   |                      |  |                  |                    |                                      |                    |  |                   |
| <b>Instructional Strategies/Supports</b>            | <i>What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective?</i> | Direct instruction, gain professional development on teaching writing, collaborate with other teachers, use student samples throughout the semester to measure progress on the rubric, re-teaching through small groups of students who are making limited progress   |                      |  |                  |                    |                                      |                    |  |                   |
| <b>Baseline/Trend Data</b>                          | <i>What data was used to establish the student learning goal/objective?</i>   | <p><i>A variety of common performance tasks were developed by the district Social Studies curriculum department and are in a bank of approved assessment prompts that can be used to measure student success. All tasks have been validated through the Assessment Review Tool. An example of an assessment and the Assessment Review Tool are attached.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left;"><u>Baseline Data</u></th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;"><i>Low Group</i></td> <td style="text-align: center; padding: 2px;"><i>21 students</i></td> </tr> <tr> <td style="padding: 2px;"><i>Approaching Proficiency Group</i></td> <td style="text-align: center; padding: 2px;"><i>33 students</i></td> </tr> <tr> <td style="padding: 2px;"><i>Proficient or Highly Proficient Group</i></td> <td style="text-align: center; padding: 2px;"><i>6 students</i></td> </tr> </tbody> </table> | <u>Baseline Data</u> |  | <i>Low Group</i> | <i>21 students</i> | <i>Approaching Proficiency Group</i> | <i>33 students</i> | <i>Proficient or Highly Proficient Group</i> | <i>6 students</i> |
| <u>Baseline Data</u>                                |   |   |                      |  |                  |                    |                                      |                    |  |                   |
| <i>Low Group</i>                                    | <i>21 students</i>  |   |                      |  |                  |                    |                                      |                    |  |                   |
| <i>Approaching Proficiency Group</i>                | <i>33 students</i>  |   |                      |  |                  |                    |                                      |                    |  |                   |
| <i>Proficient or Highly Proficient Group</i>        | <i>6 students</i>   |   |                      |  |                  |                    |                                      |                    |  |                   |

| <p><b>Growth Targets</b></p>                 | <p><b>A.</b> <i>How will you measure progress toward your student learning goal/objective?</i></p> <p><b>B.</b> <i>What targets will you establish to demonstrate attainment of your student learning goal/objective?</i></p> | <p><b>A. <u>ASSESSMENTS/MEASURES OF PROGRESS</u></b></p> <p><i>The use of a school-wide analytical 4-point argumentative writing rubric will be used to score student responses. This rubric was created by a Social Studies committee formed by the district level Social Studies curriculum department and was validated through the rubric section of the Assessment Review Tool.</i></p> <p><i>Baseline data was established using reading and writing scores from the grade 11 state test and course grades in 11<sup>th</sup> grade English and social studies classes.</i></p> <p><b>B. <u>GROWTH TARGETS</u></b></p> <table border="1" data-bbox="766 600 1539 842"> <tr> <td><i>Goal Data-what's expected</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>Low Group</i></td> <td></td> <td></td> <td><i>5 students</i></td> </tr> <tr> <td><i>Approaching Proficiency Group</i></td> <td></td> <td></td> <td><i>46 students</i></td> </tr> <tr> <td><i>Proficient or Highly Proficient Group</i></td> <td></td> <td></td> <td><i>9 students</i></td> </tr> </table> |                    |  |  | <i>Goal Data-what's expected</i> |                 |                 |               | <i>Low Group</i>     |                    |                   | <i>5 students</i> | <i>Approaching Proficiency Group</i> |                    |                    | <i>46 students</i> | <i>Proficient or Highly Proficient Group</i> |                   |                   | <i>9 students</i> |  |  |  |  |
|--|---|---|--------------------|--|--|----------------------------------|-----------------|-----------------|---------------|----------------------|--------------------|-------------------|-------------------|--------------------------------------|--------------------|--------------------|--------------------|--|-------------------|-------------------|-------------------|--|--|--|--|
| <i>Goal Data-what's expected</i>             |   |   |                    |  |  |                                  |                 |                 |               |                      |                    |                   |                   |                                      |                    |                    |                    |  |                   |                   |                   |  |  |  |  |
| <i>Low Group</i>                             |   |   | <i>5 students</i>  |  |  |                                  |                 |                 |               |                      |                    |                   |                   |                                      |                    |                    |                    |  |                   |                   |                   |  |  |  |  |
| <i>Approaching Proficiency Group</i>         |   |   | <i>46 students</i> |  |  |                                  |                 |                 |               |                      |                    |                   |                   |                                      |                    |                    |                    |  |                   |                   |                   |  |  |  |  |
| <i>Proficient or Highly Proficient Group</i> |   |   | <i>9 students</i>  |  |  |                                  |                 |                 |               |                      |                    |                   |                   |                                      |                    |                    |                    |  |                   |                   |                   |  |  |  |  |
| <p><b>Actual Outcomes</b></p>                | <p>Identify the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate.</p>  | <table border="1" data-bbox="766 890 1539 1129"> <thead> <tr> <th></th> <th><i>Entering</i></th> <th><i>Expected</i></th> <th><i>Actual</i></th> </tr> </thead> <tbody> <tr> <td><i>Lowest Group:</i></td> <td><i>21 students</i></td> <td><i>5 students</i></td> <td><i>6 students</i></td> </tr> <tr> <td><i>Average Group:</i></td> <td><i>33 students</i></td> <td><i>46 students</i></td> <td><i>49 students</i></td> </tr> <tr> <td><i>High Group:</i></td> <td><i>6 students</i></td> <td><i>9 students</i></td> <td><i>5 students</i></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>   |                    |  |  |                                  | <i>Entering</i> | <i>Expected</i> | <i>Actual</i> | <i>Lowest Group:</i> | <i>21 students</i> | <i>5 students</i> | <i>6 students</i> | <i>Average Group:</i>                | <i>33 students</i> | <i>46 students</i> | <i>49 students</i> | <i>High Group:</i>                           | <i>6 students</i> | <i>9 students</i> | <i>5 students</i> |  |  |  |  |
|  | <i>Entering</i>   | <i>Expected</i>   | <i>Actual</i>      |  |  |                                  |                 |                 |               |                      |                    |                   |                   |                                      |                    |                    |                    |  |                   |                   |                   |  |  |  |  |
| <i>Lowest Group:</i>                         | <i>21 students</i>  | <i>5 students</i>   | <i>6 students</i>  |  |  |                                  |                 |                 |               |                      |                    |                   |                   |                                      |                    |                    |                    |  |                   |                   |                   |  |  |  |  |
| <i>Average Group:</i>                        | <i>33 students</i>  | <i>46 students</i>  | <i>49 students</i> |  |  |                                  |                 |                 |               |                      |                    |                   |                   |                                      |                    |                    |                    |  |                   |                   |                   |  |  |  |  |
| <i>High Group:</i>                           | <i>6 students</i>   | <i>9 students</i>   | <i>5 students</i>  |  |  |                                  |                 |                 |               |                      |                    |                   |                   |                                      |                    |                    |                    |  |                   |                   |                   |  |  |  |  |
|  |   |   |                    |  |  |                                  |                 |                 |               |                      |                    |                   |                   |                                      |                    |                    |                    |  |                   |                   |                   |  |  |  |  |
| <p><b>Comments</b></p>                       | <p>Please provide any comments you wish to include about actual outcomes:</p>   | <p><i>Although the percentages have some discrepancies (e.g., expected 10%; actual 3%), the actual number of students in each group illustrates the overall improvement of student performance. However, the actual targets fell slightly below the expected targets.</i></p>   |                    |  |  |                                  |                 |                 |               |                      |                    |                   |                   |                                      |                    |                    |                    |  |                   |                   |                   |  |  |  |  |

# **Educator Rubrics**

Teacher

Instructional Specialist

Library Media Specialist

School Counselor

School Nurse

Therapeutic Specialist

# Teacher Evaluation Rubric

| <b>DOMAIN 1: PLANNING AND PREPARATION</b>  |  |  |   |
|--|--|--|---|
| <b>CRITERION 1a: DEMONSTRATING KNOWLEDGE OF CONTENT AND UNIT/LESSON DESIGN</b>   |  |  |   |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| <p>In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content.</p> | <p>The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete.</p> | <p>The teacher displays a working knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite knowledge and skills (content) as well as relationships among topics.</p>   | <p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding.</p> |
| <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher makes content errors.</li> <li>• The teacher does not consider prerequisite knowledge and/or skills when planning.</li> </ul>                   | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher’s understanding of the discipline is rudimentary.</li> <li>• The teacher’s knowledge of prerequisite knowledge and/or skills is inaccurate or incomplete.</li> </ul>                              | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher can identify important concepts of the discipline and their relationships to one another.</li> <li>• The teacher provides clear explanations of the content.</li> <li>• The teacher answers students’ questions accurately and provides feedback that furthers their learning.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher cites intra- and interdisciplinary content relationships.</li> <li>• The teacher’s plans demonstrate awareness of possible student misconceptions and how they can be addressed.</li> </ul>  |

| <b>CRITERION 1b: DEMONSTRATING KNOWLEDGE OF STUDENTS</b>   |  |   |  |
|--|--|---|--|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>  |
| The teacher displays minimal understanding of how students learn, little knowledge of their varied approaches to learning, knowledge, skills, special needs, interests and backgrounds—nor is this information valued.   | The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge, skills, special needs, interests and backgrounds, yet tends to apply this knowledge not to individual students but to the class as a whole.   | The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher acquires accurate knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, interests, and/or backgrounds.   | The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also acquires accurate knowledge from several sources about individual students’ or groups of students’ varied approaches to learning, knowledge and skills, special needs, interests, and/or backgrounds.   |
| <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher does not understand child development characteristics and has unrealistic expectations for students.</li> <li>• The teacher does not try to ascertain varied ability levels among students in the class.</li> <li>• The teacher is not aware of students’ interests or backgrounds</li> <li>• The teacher takes no responsibility to learn about students’ medical or learning disabilities.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher cites developmental theory but does not seek to integrate it into lesson planning.</li> <li>• The teacher is aware of the different ability levels in the class but tends to teach to the “whole group”.</li> <li>• The teacher recognizes that students have different interests but rarely draws on their contributions or differentiates materials to accommodate those differences.</li> <li>• The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher knows, for groups of students, their levels of cognitive development.</li> <li>• The teacher has a good idea of the range of interests in the class.</li> <li>• The teacher recognizes various levels of ability and performance within the class and plans accordingly.</li> <li>• The teacher is well informed about students’ backgrounds/interests and incorporates this knowledge in lesson planning.</li> <li>• The teacher is aware of the special needs represented by students in the class.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher uses ongoing methods to assess students’ skill levels and designs instruction accordingly.</li> <li>• The teacher seeks out information from all students about their backgrounds/interests</li> <li>• The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</li> </ul> |

| <b>CRITERION 1c: SETTING INSTRUCTIONAL OUTCOMES</b>  |   |   |  |
|--|---|---|--|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>  |
| <p>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p> | <p>Outcomes represent moderate expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</p> | <p>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and they are differentiated, in whatever way is needed, for different groups of students.</p>   | <p>All outcomes represent high-level learning in the discipline. They are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated in whatever way is needed for groups of students or individual students as appropriate.</p> |
| <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• Outcomes lack rigor.</li> <li>• Outcomes do not represent important learning in the discipline</li> <li>• Outcomes are not clear or are stated as activities.</li> <li>• Outcomes are not suitable for many students in the class.</li> </ul>   | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• Outcomes represent a mixture of inconsistent expectations and rigor.</li> <li>• Some outcomes represent important learning in the discipline.</li> <li>• Outcomes are suitable for most of the class.</li> </ul>   | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• Outcomes represent high expectations and rigor.</li> <li>• Outcomes are related to “big ideas” of the discipline.</li> <li>• Outcomes are written in terms of what students will learn rather than what students will do.</li> <li>• Outcomes represent a range of types: factual, knowledge, conceptual understanding, reasoning, social interaction, management, and communication.</li> <li>• Outcomes, differentiated where necessary, are suitable to groups of students in the class.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher’s plans reference curricular frameworks or blueprints to ensure accurate sequencing.</li> <li>• The teacher connects outcomes to previous and future learning.</li> <li>• Outcomes are differentiated to encourage individual students.</li> </ul>  |

| <b>CRITERION 1d: DESIGNING COHERENT INSTRUCTION</b>   |   |   |   |
|---|---|---|---|
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>   |
| <p>The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p>  | <p>The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p> | <p>The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p>  | <p>The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</p>                                 |
| <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher's plans use inappropriate strategies for the discipline.</li> <li>• Learning activities are boring and/or not well aligned to the instructional goals.</li> <li>• Materials are not engaging or do not meet instructional outcomes.</li> <li>• Instructional groups do not support learning.</li> <li>• Lesson plans are not structured or sequenced and are unrealistic in their expectations.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.</li> <li>• Learning activities are moderately challenging.</li> <li>• Learning resources are suitable, but there is limited variety.</li> <li>• Instructional groups are random, or they only partially support objectives.</li> <li>• Lesson structure is uneven or may be unrealistic about time expectation.</li> </ul>   | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• Instructional strategies in unit and lesson plans are suitable to the content.</li> <li>• District approved resources are used effectively and as intended.</li> <li>• Learning activities are matched to instructional outcomes.</li> <li>• Activities provide opportunity for higher-level thinking.</li> <li>• The teacher provides a variety of appropriately challenging materials and resources.</li> <li>• Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.</li> <li>• The plan for the lesson or unit is well structured, with reasonable time allocations.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher's plans reflect recent development in content-related pedagogy.</li> <li>• District approved resources are used effectively and as intended.</li> <li>• Activities permit student choice.</li> <li>• Learning experiences connect to other disciplines.</li> <li>• The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</li> <li>• Lesson plans differentiate for individual student needs.</li> </ul> |

| <b>CRITERION 1e: DESIGNING STUDENT ASSESSMENTS</b>   |   |   |   |
|--|---|---|---|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>   |
| Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.  | Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.   | All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.   | All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. There is evidence of student feedback in developing/clarifying assessments. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.   |
| <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• Assessments do not match instructional outcomes.</li> <li>• Assessments lack criteria.</li> <li>• No formative assessments have been designed.</li> <li>• Assessment results do not have future plans.</li> <li>• There is no evidence that assessment results are used in planning.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• Only some of the instructional outcomes are addressed in the planned assessments.</li> <li>• Assessment criteria are vague.</li> <li>• Plans refer to the use of formative assessments, but they are not fully developed.</li> <li>• Assessment results are used to design lesson plans for the whole class, not individual students.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• All of the learning outcomes have a method for assessment.</li> <li>• Assessment types match learning expectations.</li> <li>• Plans indicate modified assessments when they are necessary for some students.</li> <li>• Assessment criteria are clearly written.</li> <li>• Plans include formative assessments to use during instruction.</li> <li>• Lesson plans indicate possible adjustments based on formative assessments.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• Assessments provide opportunities for student choice.</li> <li>• Evidence that student feedback is used to design assessments and develop rubrics.</li> <li>• Teacher-designed assessments are authentic, with real-world applications as appropriate.</li> <li>• Students are actively involved in collecting information from formative assessments and provide input.</li> <li>• Lesson plans indicate adjustments based on assessment results and student feedback.</li> </ul> |



**DOMAIN 2: CLASSROOM ENVIRONMENT**

**CRITERION 2a: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT**

| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
|--|--|--|--|
| <p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher ignores disrespectful behavior.</p>   | <p>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, backgrounds, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. Teacher has inconsistent rapport with students.</p>  | <p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, backgrounds, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. Students are encouraged to take intellectual risks.</p>  | <p>Classroom interactions between teacher and students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. All students are valued and are encouraged to take intellectual risks.</p>   |
| <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher is disrespectful towards students or insensitive to students' ages, backgrounds, and developmental levels.</li> <li>• Student body language indicates feelings of hurt, discomfort, or insecurity.</li> <li>• The teacher displays no familiarity with, or caring about, individual students.</li> <li>• The teacher disregards disrespectful interactions among students.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The quality of interactions between teacher and students, or among students, is uneven with occasional disrespect or insensitivity.</li> <li>• The teacher attempts to respond to disrespectful behavior among students, with uneven results.</li> <li>• The teacher attempts to make connections with individual students, but student reactions indicate that these interactions were not entirely successful.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• Talk between teacher and students and among students is uniformly respectful.</li> <li>• The teacher has clear expectations and appropriately responds to disrespectful behavior among students and maintains control of the class.</li> <li>• Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.</li> <li>• The teacher makes connections with individual students.</li> <li>• Students exhibit respect for the teacher.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher demonstrates knowledge and caring about students in their classroom.</li> <li>• The teacher has clear expectations and appropriately responds to disrespectful behavior among students and maintains control of the class.</li> </ul> <p>The teacher models respectful behavior.</p> <ul style="list-style-type: none"> <li>• The classroom environment is one in which diverse opinions are valued.</li> <li>• The teacher models respect and encourages students' efforts.</li> </ul> |

| <b>CRITERION 2b: ESTABLISHING A CULTURE FOR LEARNING</b>  |  |  |   |
|---|--|--|---|
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| <p>The classroom culture is characterized by a lack of commitment to learning, and/or minimal commitment to the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for a few students.</p>   | <p>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>  | <p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and are consistently encouraged to give their best effort. Classroom interactions support learning, hard work, and the precise use of language.</p>  | <p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</p>   |
| <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher conveys that there is little or no purpose for the work, or that reasons for doing it are due to external factors.</li> <li>• The teacher conveys to at least some students that the work is too challenging for them.</li> <li>• Students exhibit little or no pride in their work.</li> <li>• Students use language incorrectly; the teacher does not correct them.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher’s energy is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.</li> <li>• The teacher conveys high expectations for only some students.</li> <li>• Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path.”</li> <li>• The teacher’s primary concern appears to be to complete the task at hand.</li> <li>• The teacher urges, but does not insist, that students use precise language.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</li> <li>• The teacher demonstrates a high regard for students’ abilities.</li> <li>• The teacher conveys an expectation of high levels of student effort for all students.</li> <li>• The teacher encourages precise use of language by students.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher communicates passion for the subject.</li> <li>• The teacher conveys the satisfaction that accompanies a deep understanding of complex content.</li> <li>• Students indicate through their questions and comments a desire to understand the content.</li> <li>• Students assist their classmates in understanding the content.</li> <li>• Students take initiative in improving the quality of their work.</li> <li>• Students correct one another in their use of language.</li> </ul> |

| <b>CRITERION 2c: MANAGING CLASSROOM PROCEDURES</b>   |   |  |   |
|--|---|--|---|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| Much instructional time is lost due to ineffective classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.   | Some instructional time is lost due to ineffective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.  | There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.  | Instructional time is maximized due to effective and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.  |
| <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• Students not working directly with the teacher are not productively engaged.</li> <li>• Transitions are disorganized, with much loss of instructional time.</li> <li>• There do not appear to be any established procedures for distributing and collecting materials.</li> <li>• A considerable amount of time is spent off task because of unclear procedures.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• Students not working directly with the teacher are only partially engaged.</li> <li>• Procedures for transitions seem to have been established, but their operation is not smooth.</li> <li>• There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.</li> <li>• Classroom routines function unevenly.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• Students are productively engaged during small-group or independent work.</li> <li>• Transitions between large and small-group activities are smooth.</li> <li>• Routines for distribution and collection of materials and supplies work efficiently.</li> <li>• Classroom routines function smoothly.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• With minimal prompting by the teacher, students ensure that their time is used productively.</li> <li>• Students take initiative in distributing and collecting materials efficiently.</li> <li>• Students themselves ensure that transitions and other routines are accomplished smoothly.</li> </ul> |

| <b>CRITERION 2d: MANAGING STUDENT BEHAVIOR</b>   |   |   |  |
|--|---|---|--|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>  |
| There appear to be no established standards of behavior, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.  | Standards of behavior appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.  | Student behavior is generally appropriate. The teacher monitors student behavior according to established standards. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.   | Student behavior is appropriate. Students take an active role in monitoring their own behavior and/or that of other students according to established standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects student dignity.  |
| <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The classroom environment is chaotic, with no standards of behavior evident.</li> <li>• The teacher does not monitor student behavior.</li> <li>• Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.</li> <li>• The teacher attempts to keep track of student behavior, but with no apparent system.</li> <li>• The teacher's response to student misbehavior is inconsistent.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• Standards of behavior appear to have been established and implemented successfully.</li> <li>• Overall, student behavior is generally appropriate.</li> <li>• The teacher frequently monitors student behavior.</li> <li>• The teacher's response to student misbehavior is effective</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• Student behavior is appropriate; and student misbehavior is minor and swiftly handled.</li> <li>• The teacher subtly monitors student behavior.</li> <li>• Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of behavior.</li> </ul> |

| <b>CRITERION 2e: ORGANIZING PHYSICAL SPACE</b>   |  |  |   |
|--|--|--|---|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| The classroom environment is unsafe, or learning is not accessible for all students. There is poor alignment between the arrangement of furniture and resources, including computer technology, and lesson activities.   | The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.  | The classroom is safe, and students have appropriate access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.  | The classroom environment is safe, and learning is accessible to all students. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Student contributions to the use or adaptation of the physical environment to advance learning are encouraged   |
| <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• There are physical dangers in the classroom, endangering student safety.</li> <li>• Many students can't see or hear the teacher nor see the board.</li> <li>• Available technology is not being used even if it is available and its use would enhance the lesson.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The classroom environment is safe, and most students can see and hear the teacher as well as see the board.</li> <li>• The physical environment is not an impediment to learning but it does not enhance it.</li> <li>• The teacher makes limited use of available technology and other resources.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The classroom environment is safe, and all students can see and hear the teacher as well as see the board.</li> <li>• The physical environment is arranged to support the instructional goals and learning activities.</li> <li>• The teacher makes appropriate use of available technology.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• Modifications are made to the physical environment to accommodate students with special needs.</li> <li>• There is alignment between the learning activities and the physical environment.</li> <li>• Students are encouraged to adjust the physical environment when appropriate</li> <li>• The teacher and students make extensive and imaginative use of available technology.</li> </ul> |

**DOMAIN 3: INSTRUCTION**

**CRITERION 3a: COMMUNICATING WITH STUDENTS**

| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>   |
|--|--|---|---|
| <p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher’s spoken or written language contains errors or is inappropriate, vague, or used incorrectly, leaving students confused.</p> | <p>The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher’s spoken language is correct but uses vocabulary that is not grade-level appropriate.</p> | <p>The instructional purpose of the lesson is clearly communicated to students; directions and procedures are explained clearly. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students may use when working independently. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests.</p> | <p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use.</p> |

| <b>CRITERION 3a</b>  |  |  |  |
|--|--|--|--|
| <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• At no time during the lesson does the teacher convey to students what they will be learning.</li> <li>• Students indicate through body language or questions that they don't understand the content being presented.</li> <li>• The teacher makes a serious content error that will affect students' understanding of the lesson.</li> <li>• Students indicate through questions that they are confused about the learning task.</li> <li>• The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.</li> <li>• The teacher's language is inappropriate to the ages or backgrounds of the students.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher provides little elaboration or explanation about what the students will be learning.</li> <li>• The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by the students.</li> <li>• The teacher makes no serious content errors but may make minor ones.</li> <li>• The teacher's explanation of content are purely procedural, with no indication of how students can think strategically.</li> <li>• The teacher must clarify the learning task so that the students can complete it.</li> <li>• The teacher's vocabulary and usage are correct but unimaginative.</li> <li>• When the teacher attempts to explain academic vocabulary, it is only partially successful.</li> <li>• The teacher's vocabulary is too advanced, or too juvenile, for students.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The instructional purpose of the lesson is clearly communicated to students.</li> <li>• The teacher's explanation of the content is clear and invites student participation and thinking.</li> <li>• The teacher makes no content errors.</li> <li>• The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they are learning.</li> <li>• Students engage with the learning task, indicating that they understand what they are to do.</li> <li>• If appropriate, the teacher models the process to be followed in the task.</li> <li>• The teacher's vocabulary and usage are correct and entirely suited to the lesson, including where appropriate, explanations of academic vocabulary.</li> <li>• The teacher's vocabulary is appropriate to the students' ages and levels of development.</li> <li>• The teacher answers students' questions accurately and provides feedback that furthers their learning</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• If asked, students are able to explain what they are learning.</li> <li>• The teacher explains clearly and conceptual understanding through clear scaffolding and connecting with students' interests.</li> <li>• The teacher points out possible areas for misunderstanding.</li> <li>• The teacher invites the students to explain the content to their classmates.</li> <li>• Students suggest other strategies that they might use in approaching a challenge or analysis.</li> <li>• The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general language and for the discipline.</li> <li>• There is evidence that students use academic language correctly.</li> </ul> |

| <b>CRITERION 3b: USING QUESTIONING AND DISCUSSION TECHNIQUES</b>  |   |  |   |
|---|---|--|---|
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| <p>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>   | <p>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>   | <p>The teacher uses an appropriate balance of low-level and higher-order questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>   | <p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students are encouraged to formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. There is a well-established class norm that all voices are heard in the discussion.</p>  |
| <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• Questions are rapid-fire and convergent, with a single correct answer.</li> <li>• Questions do not invite student thinking.</li> <li>• All discussion is between the teacher and students; students are not invited to speak directly to one another.</li> <li>• The teacher does not ask students to explain their thinking.</li> <li>• Only a few students dominate the discussion.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.</li> <li>• The teacher invites students to respond directly to one another's ideas, but few students respond.</li> <li>• The teacher calls on many students, but only a small number actually participate in the discussion.</li> <li>• The teacher asks students to explain their reasoning but only some students attempt to do so.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</li> <li>• The teacher makes effective use of wait time.</li> <li>• Discussions encourage students to talk to one another without ongoing mediation by teacher.</li> <li>• The teacher calls on most students, even those who don't initially volunteer.</li> <li>• Many students actively engage in the discussion.</li> <li>• The teacher asks students to justify their reasoning, and most attempt to do so.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• Students initiate higher-level questions.</li> <li>• The teacher builds on and uses student responses to questions in order to deepen students understanding.</li> <li>• Students extend the discussion, enriching it.</li> <li>• Students accept comments from their classmates during a discussion and challenge one another's thinking.</li> <li>• Virtually all students are engaged in the discussion.</li> </ul> |



| <b>CRITERION 3c: ENGAGING STUDENTS IN LEARNING</b>  |  |  |  |
|---|--|--|--|
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| <p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>   | <p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”</p>   | <p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to explain their thinking. The teacher facilitates active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>   | <p>Students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p> |
| <p><b>Critical Attributes:</b></p> <ul style="list-style-type: none"> <li>• Few students are intellectually engaged in the lesson.</li> <li>• Learning tasks/activities and materials require only recall or have a single correct response or method.</li> <li>• Instructional materials used are unsuitable to the lesson and/or the students.</li> <li>• The lesson drags or is rushed.</li> <li>• Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.</li> </ul> | <p><b>Critical Attributes:</b></p> <ul style="list-style-type: none"> <li>• Some students are intellectually engaged in the lesson.</li> <li>• Learning tasks are a mix of those requiring thinking and those requiring recall.</li> <li>• Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.</li> <li>• The materials and resources are partially aligned with the lesson objectives.</li> <li>• Few of the materials and resources require student thinking or ask students to explain their thinking.</li> <li>• The pacing of the lesson is uneven—suitable in part but rushed or dragging in others.</li> <li>• The instructional groupings used are partially appropriate to the activities.</li> </ul> | <p><b>Critical Attributes:</b></p> <ul style="list-style-type: none"> <li>• Most students are intellectually engaged in the lesson.</li> <li>• Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</li> <li>• Students are invited to explain their thinking as part of completing tasks.</li> <li>• Materials and resources support the learning goals and require intellectual engagement, as appropriate.</li> <li>• The pacing of the lesson provides students the time needed to be intellectually engaged.</li> <li>• The teacher uses groups that are suitable to the lesson activities.</li> </ul> | <p><b>Critical Attributes:</b></p> <ul style="list-style-type: none"> <li>• Virtually all students are intellectually engaged in the lesson.</li> <li>• Lesson activities require high-level student thinking and explanation of their thinking.</li> <li>• The teacher designs highly engaging instructional activities that are developmentally appropriate; some students initiate inquiry and contribute to the exploration of important content; students are encouraged to serve as resources for one another.</li> <li>• Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</li> </ul>                     |

| <b>CRITERION 3d: USING ASSESSMENT IN INSTRUCTION</b>  |  |  |   |
|---|--|--|---|
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| <p>Assessment is not integrated into instruction and there is little or no monitoring of student learning.<br/>Feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p>   | <p>Assessment is partially integrated into instruction and the teacher monitors student learning of the class as a whole with limited use of formative assessment. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>  | <p>Assessment is consistently integrated into instruction and the teacher monitors student learning for groups of students using formative assessment. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p>  | <p>Assessment is fully integrated into instruction, through extensive use of formative assessment. There may be some evidence that students have contributed to the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.</p>   |
| <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher gives no indication of what high-quality work looks like.</li> <li>• The teacher makes no effort to determine whether students understand the lesson.</li> <li>• Students receive no feedback, or feedback is global or directed only to one student.</li> <li>• The teacher does not ask students to evaluate their own or classmates' work.</li> </ul> <p>*There is little or no evidence that professional learning has improved student performance.</p> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• There is little evidence that students understand how their work will be evaluated.</li> <li>• The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.</li> <li>• Feedback to students is vague and not oriented toward future improvement of work.</li> <li>• The teacher makes only minor attempts to engage students in self or peer-assessment.</li> </ul> <p>*There is limited evidence that professional learning has improved student performance.</p> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher makes the standards of high-quality work clear to students.</li> <li>• The teacher elicits evidence of student understanding.</li> <li>• Students are invited to assess their own work and make improvements; most of them do so.</li> <li>• Feedback includes specific and timely guidance, at least for groups of students.</li> </ul> <p>*There is evidence that professional learning has improved student performance.</p> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher makes the standards of high-quality work clear to students and students indicate that they clearly understand the characteristics of high-quality work.</li> <li>• The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is continuous and makes use of strategies to elicit information about student understanding.</li> <li>• Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</li> <li>• High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</li> </ul> <p>*There is evidence that professional learning has had significant impact on student performance.</p> |

| <b>CRITERION 3e: DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS</b>   |   |  |  |
|---|---|--|--|
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| The teacher ignores students' questions; when students have difficulty learning, the teacher does not accept responsibility for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.   | The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.  | The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of instructional strategies, the teacher persists in seeking a variety of approaches for students. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.   | The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student understandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students.   |
| <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher ignores indications of student boredom or lack of understanding.</li> <li>• The teacher brushes aside students' questions.</li> <li>• The teacher conveys to students that when they have difficulty learning it is their fault.</li> <li>• In reflecting on practice, the teacher does not indicate that it is important to reach all students.</li> <li>• The teacher makes no attempt to adjust the lesson in response to student confusion.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.</li> <li>• The teacher conveys to students a level of responsibility for their learning but also his or her uncertainty about how to assist them</li> <li>• In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.</li> <li>• The teacher's attempts to adjust the lesson are partially successful.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher incorporates students' interests into the heart of the lesson.</li> <li>• The teacher employs a variety of approaches when the students experience difficulty.</li> <li>• In reflecting on practice, the teacher cites multiple approaches undertaken to reach students.</li> <li>• When improvising becomes necessary, the teacher makes adjustments to the lesson.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher seizes on a teachable moment to enhance a lesson.</li> <li>• The teacher employs a wide variety of approaches.</li> <li>• In reflecting on practice, the teacher can cite others in the school and/or beyond whom s/he has contacted for assistance in reaching some students.</li> <li>• The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.</li> </ul> |

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

| <b>CRITERION 4a: REFLECTING ON TEACHING</b>  |   |   |   |
|--|---|---|---|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>   |
| The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.                                     | The teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.  | The teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | The teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. The teacher draws on an extensive repertoire of skills and past experiences, offering specific alternative actions. |
| <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</li> <li>• The teacher makes no suggestions for improvement.</li> </ul>                               | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher has a general sense of whether or not instructional practices were effective.</li> <li>• The teacher offers general modifications for future instruction.</li> </ul>   | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher accurately assesses the effectiveness of instructional activities used.</li> <li>• The teacher identifies specific ways in which a lesson might be improved.</li> </ul>  | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness.</li> <li>• The teacher’s suggestions for improvement draw on an extensive repertoire.</li> </ul>   |
| <b>CRITERION 4b: MAINTAINING ACCURATE RECORDS</b>  |   |   |   |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>   |
| The teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher’s records for non-instructional activities are in disarray, the result being errors and confusion. | The teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher’s records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors. | The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.  | The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Teachers encourage students to contribute information and participate in maintaining the records as developmentally appropriate and suitable to the subject area.                          |

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| <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• There is no system for either instructional or non-instructional records.</li> <li>• Record keeping systems are in disarray and provide incorrect or confusing information.</li> </ul>   | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher has a process for recording student work completion. However, the process may not allow students or parents to access the information in a timely manner.</li> <li>• The teacher's' process for tracking student progress is cumbersome to use.</li> <li>• The teacher has a process for tracking some, but not all, instructional information, and it may contain some errors.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.</li> <li>• The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</li> <li>• The teacher's process for recording non instructional information is both efficient and effective.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher expects that students contribute to and maintain records indicating completed and outstanding work assignments.</li> <li>• The teacher expects that students contribute to and maintain data files indicating their own progress in learning, such as maintaining portfolios, journaling, utilizing agendas, etc.</li> </ul> |
| <b>CRITERION 4c: COMMUNICATING WITH FAMILIES</b>  |   |  |   |
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| <p>The teacher provides little information about the instructional program to families, such as curriculum guides, syllabi, updated grades, etc.; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</p> | <p>The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be professional.</p>   | <p>The teacher provides frequent and appropriate information to families about the instructional program and individual student progress.</p>  | <p>The teacher initiates communication and responds effectively and the teacher involves families in the instructional program as appropriate.</p>  |
| <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• Little or no information regarding the instructional program is available to parents.</li> <li>• Families are unaware of their child's progress.</li> <li>• Family engagement activities are lacking.</li> </ul>                 | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• School- or district-created materials about the instructional program are sent home.</li> <li>• The teacher sends home infrequent or incomplete information about the instructional program.</li> <li>• The teacher maintains a school-required grade book but does little else to inform families about student progress.</li> </ul>  | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher regularly makes information about the instructional program available.</li> <li>• The teacher regularly updates the digital grading system.</li> </ul>  | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher initiates communication and responds effectively and sensitively to family concerns.</li> <li>• The teacher engages families in the instructional program as appropriate.</li> </ul>   |

| <b>CRITERION 4d: PARTICIPATING IN THE PROFESSIONAL COMMUNITY</b>   |   |  |  |
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| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.  | The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events <del>and</del> or school or district projects when specifically asked.                      | The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher participates in school events <del>and</del> or in school <del>and</del> or district projects.  | The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking. The teacher participates in school events and district projects, making a substantial contribution or assuming a leadership role in at least one aspect of school or district life.  |
| <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher's relationships with colleagues are characterized by negativity and combativeness.</li> <li>• The teacher purposefully avoids contributing to activities promoting professional inquiry.</li> <li>• The teacher avoids involvement in school activities and district and community projects.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher has cordial relationships with colleagues.</li> <li>• When invited, the teacher participates in activities related to professional inquiry.</li> <li>• When asked, the teacher participates in school activities, as well as district and community projects.</li> </ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher has supportive and collaborative relationships with colleagues.</li> <li>• The teacher regularly participates in activities related to professional inquiry.</li> <li>• The teacher frequently participates in school events and school district and community projects.</li> </ul> | <p>Critical Attributes:</p> <p>The teacher initiates collaborative relationships with colleagues.</p> <ul style="list-style-type: none"> <li>• The teacher regularly contributes to and leads events that positively impact school life.</li> <li>• The teacher regularly contributes to and leads significant district and community projects.</li> </ul> |

| <b>CRITERION 4e: GROWING AND DEVELOPING PROFESSIONALLY</b>   |  |  |  |
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| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.   | The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.   | The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.   | The teacher seeks out opportunities for professional development based on personal reflection of strengths and possible areas for improvement. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession. The teacher implements what they have learned to improve student instruction.   |
| <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher is not involved in any activity that might enhance knowledge or skill.</li> <li>• The teacher purposefully resists discussing performance with supervisors or colleagues.</li> <li>• The teacher ignores invitations to join professional organizations or attend conferences.</li> </ul> <p>*There is little or no evidence that professional learning has improved student performance.</p> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher participates in professional activities when they are required or provided by the district.</li> <li>• The teacher reluctantly accepts feedback from supervisors and colleagues.</li> <li>• The teacher contributes in a limited fashion to professional organizations.</li> </ul> <p>*There is limited evidence that professional learning has improved student performance.</p> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher seeks regular opportunities for continued professional development.</li> <li>• The teacher actively engages with colleagues and supervisors in professional conversation about practice.</li> <li>• The teacher actively participates in assisting other educators and remains current with the profession.</li> </ul> <p>*There is evidence that professional learning has improved student performance.</p> | <p>Critical Attributes:</p> <ul style="list-style-type: none"> <li>• The teacher seeks regular opportunities for continued professional development</li> </ul> <p>The teacher reflects on practice to analyze strengths and areas for improvement.</p> <ul style="list-style-type: none"> <li>• The teacher actively seeks feedback from supervisors and colleagues.</li> <li>• The teacher finds opportunities to apply newly learned strategies and measure outcomes.</li> <li>• The teacher takes a leadership role in professional organizations in order to contribute to the profession.</li> <li>• There is evidence that professional learning has had significant impact on student performance.</li> </ul> |

**CRITERION 4f: SHOWING PROFESSIONALISM**

| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>  |
|--|--|---|--|
| <p>The teacher lacks integrity when dealing with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not follow school and district policies and procedures.</p> | <p>The teacher displays integrity in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and do not fully meet students' needs. The teacher's decisions are based on limited considerations. The teacher must be reminded by supervisors to follow school and district policies and procedures.</p>   | <p>The teacher displays high standards of integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher follows school and district policies and procedures.</p>  | <p>The teacher demonstrates high standards of integrity, and confidentiality. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students are honored in the school. The teacher helps ensure that team and departmental decisions are based on the highest professional standards. The teacher follows school and district policies and procedures...</p> |
| <p>Critical Attributes:</p> <ul style="list-style-type: none"><li>• The teacher lacks integrity.</li><li>• The teacher does not recognize the needs of students.</li><li>• The teacher engages in practices that are self-serving.</li><li>• The teacher willfully rejects district policies and procedures.</li></ul>   | <p>Critical Attributes:</p> <ul style="list-style-type: none"><li>• The teacher has integrity.</li><li>• The teacher recognizes the needs of students but is inconsistent in addressing them.</li><li>• The teacher does not notice practices which result in poor or less than optimal conditions for students.</li><li>• The teacher has limited involvement in team and departmental decision making.</li><li>• The teacher must be reminded by supervisors to comply with school and district policies and procedures.</li></ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"><li>• The teacher exhibits high standards of integrity and confidentiality.</li><li>• The teacher actively addresses student needs.</li><li>• The teacher actively works to provide opportunities for student success.</li><li>• The teacher willingly participates in team and departmental decision making.</li><li>• The teacher follows district policies and procedures.</li></ul> | <p>Critical Attributes:</p> <ul style="list-style-type: none"><li>• The teacher demonstrates integrity, and confidentiality.</li><li>• The teacher is highly proactive in serving students.</li><li>• The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</li><li>• The teacher takes an active role in team and departmental decision making.</li><li>• The teacher follows district policies and procedures.</li></ul>                   |



# Litchfield School District: Instructional Specialist Evaluation Criteria

## DOMAIN 1: PLANNING AND PREPARATION

| <b>Criterion 1a: DEMONSTRATING KNOWLEDGE OF CURRENT TRENDS IN SPECIALTY AREA AND PROFESSIONAL DEVELOPMENT, AS WELL AS THE SCHOOL'S PROGRAM AND LEVELS OF TEACHER SKILL IN DELIVERING THE PROGRAM.</b>  |   |   |   |
|--|---|---|---|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>   |
| Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development. Instructional specialist demonstrates little or no knowledge of the school's program.  | Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development. The specialist demonstrates basic knowledge of the school's program.  | Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development. Instructional specialist demonstrates thorough knowledge of the school's program.  | Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues. The specialist is deeply familiar with the school's program and works to shape its future direction.   |
| <b>Criterion 1b: ESTABLISHING GOALS FOR THE INSTRUCTIONAL SUPPORT PROGRAM APPROPRIATE TO THE SETTING AND THE TEACHERS SERVED.</b>  |   |   |   |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</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 consultation with administrators and colleagues.  |
| <b>Criterion 1c: DEMONSTRATING KNOWLEDGE OF RESOURCES, BOTH WITHIN AND BEYOND THE SCHOOL AND DISTRICT.</b>   |   |   |   |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</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 basic knowledge of resources available in the school and district but infrequently helps teachers utilize these resources 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 and helps teachers utilize these resources 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 schools' programs.  |
| <b>Criterion 1d: PLANNING AND EVALUATING THE INSTRUCTIONAL SUPPORT PROGRAM, INTEGRATED WITH THE OVERALL SCHOOL PROGRAM.</b>  |   |   |   |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>   |
| Instructional specialist's plan for the instructional support program consists of a random collection of unrelated activities lacking coherence or an overall structure. The specialist has no plan to evaluate the instructional support program or resists suggestions that such an evaluation is important. | Instructional specialist's plan for the instructional support program has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. Instructional specialist has a rudimentary plan to evaluate the instructional support program. | Instructional specialist's plan for the instructional support program is well designed. The specialist's plan to evaluate the instructional support 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 plan for the instructional support program is highly coherent, and has been developed following consultation with administrators and teachers. The specialist plan to evaluate the instructional support program is highly sophisticated with sources of evidence and a clear path toward improving the program on an ongoing basis. |

## DOMAIN 2: THE ENVIRONMENT

| <b>Criterion 2a: CREATING AN ENVIRONMENT OF TRUST AND RESPECT, ESTABLISHING A CULTURE FOR ONGOING INSTRUCTIONAL IMPROVEMENT, AND ESTABLISHING CLEAR PROCEDURES FOR TEACHERS TO GAIN ACCESS TO INSTRUCTIONAL SUPPORT.</b>   |   |  |   |
|--|---|--|---|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency. The specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement. When teachers want to access assistance from the specialist, they are not sure how to go about it. | Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist. Teachers do not resist the offerings of support from the instructional specialist. Some procedures (for example, sending students for reading support) are clear to teachers, whereas others (for example, receiving informal support) are not. | Relationships with the instructional specialist are respectful, with some contacts initiated by teachers. The specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills. The specialist has established clear procedures for teachers to use in gaining access to instructional support. | Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers. The specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist. Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers. |
| <b>Criterion 2b: ESTABLISHING AND MAINTAINING NORMS OF BEHAVIOR FOR PROFESSIONAL INTERACTIONS</b>  |   |  |   |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</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, and try to ensure that their colleagues adhere to these standards of conduct.  |

### DOMAIN 3: DELIVERY OF SERVICE

| <b>Criterion 3a: COLLABORATING WITH TEACHERS IN THE DESIGN OF INSTRUCTIONAL UNITS AND LESSONS, ENGAGING TEACHERS IN NEW INSTRUCTIONAL SKILLS, AND SHARING EXPERTISE WITH STAFF</b>   |  |  |   |
|--|--|--|---|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| Instructional specialist does not collaborate with classroom teachers in the design of instructional lessons and units. The specialist rarely engages teachers in professional learning. The specialist's instructional guidance is of poor quality or is not appropriate to the needs of the teachers being served. | Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. The specialist's efforts to engage teachers in professional learning are partially successful, with some participating. The quality of the specialist's instructional guidance is mixed, with some being appropriate to the needs of the teachers being served. | Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units. The specialist engages teachers in acquiring new instructional skills. The quality of the specialist's instructional guidance is appropriate to the needs of the teachers being served. | Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school. The specialist skillfully engages teachers in acquiring new instructional skills and takes initiative in suggesting new areas for growth. The quality of the specialist's instructional guidance is uniformly high and appropriate to the needs of the teachers being served. |
| <b>Criterion 3b: LOCATING RESOURCES FOR TEACHERS TO SUPPORT INSTRUCTIONAL IMPROVEMENT</b>  |  |  |   |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</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>Criterion 3c: DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS</b>  |  |  |   |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| Instructional specialist adheres to specialist's 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>Criterion 3d: WORKING WITH STAFF TO ANALYZE ASSESSMENT RESULTS AND USING ASSESSMENT TO MONITOR STUDENTS LEARNING</b>  |   |  |   |
|--|---|--|---|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| Instructional specialist does not participate in analyzing assessment results with colleagues. The specialist administers summative assessment and moves on without planning follow-up with students.  | Instructional specialist looks over students' assessments with colleagues to see if there is anything that needs to be re-taught. The specialist administers summative assessment and looks them over to see if there is anything to be re-taught.  | Instructional specialist works with colleagues to use data from formative and summative assessments to adjust teaching and re-teach if necessary. The specialist administers formative and summative assessments to measure student learning, and uses the results to adjust instruction.  | Instructional specialist works with colleagues to analyze formative and summative assessment data to fine-tune teaching, re-teach, and help differentiate instruction for students. The specialist administers diagnostic, formative and summative assessments that align with instructional goals to monitor student learning and uses the results to modify instruction.  |
| <b>Criterion 3e: DESIGNING LESSONS WITH CLEAR MEASURABLE GOALS ALIGNED TO DISTRICT OUTCOMES, UTILIZING A VARIETY OF MATERIALS AND TEACHING STRATEGIES, AND ENGAGING STUDENTS AS ACTIVE LEARNERS.</b>   |   |  |   |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| Instructional specialist designs lessons aimed primarily at entertaining students or covering textbook chapters. The specialist uses only one or two teaching strategies, technologies, and types of questions and/or materials, and fails to accommodate the students' learning needs. The specialist does not actively involve students in lessons. Strategy practice is of low quality.<br><br>There is no evidence that professional learning improved student learning. | Instructional specialist designs lessons only with unit goals in mind. The specialist uses a limited range of teaching strategies, questions, materials, grouping practices, and technologies, and attempts to accommodate students' learning needs with mixed success. The specialist attempts to get students actively involved, but some students are disengaged.<br><br>There is little or limited evidence that professional learning improved student learning. | Instructional specialist designs lessons focused on measurable outcomes aligned with most state and district standards. The specialist uses teaching strategies, questions, materials, grouping practices, and technologies to support student learning and accommodate most students' learning needs. The specialist has students actively think about, discuss and use the ideas and skills being taught.<br><br>There is evidence that professional learning improved student learning. | Instructional specialist designs lessons with clear, measurable goals, closely aligned with state and district standards. The specialist utilizes a variety of highly effective teaching strategies, questions, materials, grouping practices, and technologies to foster student learning and skillfully meet the needs and styles of all students. The specialist gets students highly involved in focused work in which they are active learners, risk takers, and problem solvers.<br><br>There is evidence that professional learning significantly improved student learning. |

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

| <b>Criterion 4a: REFLECTING ON PRACTICE</b>  |  |  |  |
|--|--|--|--|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| <p>Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.</p> <p>There is no evidence that professional learning improved student learning.</p> | <p>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.</p> <p>There is little or limited evidence that professional learning improved student learning.</p> | <p>Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. The specialist makes some specific suggestions as to how the support program might be improved.</p> <p>There is evidence that professional learning improved student learning.</p> | <p>Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. The specialist draws on an extensive repertoire to suggest alternative strategies accompanied by a prediction of the likely consequences of each.</p> <p>There is evidence that professional learning significantly improved student learning.</p> |
| <b>Criterion 4b: PREPARING AND SUBMITTING BUDGETS AND REPORTS</b>  |  |  |  |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| <p>Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.</p>   | <p>Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.</p>   | <p>Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are submitted on time.</p>   | <p>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.</p>   |
| <b>Criterion 4c: COORDINATING WORK WITH OTHER INSTRUCTIONAL SPECIALISTS</b>  |  |  |  |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| <p>Instructional specialist makes no effort to collaborate with other instructional specialists within the district.</p>   | <p>Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.</p>  | <p>Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.</p>   | <p>Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.</p>  |
| <b>Criterion 4d: PARTICIPATING IN A PROFESSIONAL COMMUNITY</b>   |  |  |  |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| <p>Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.</p>                 | <p>Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.</p>   | <p>Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.</p>  | <p>Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.</p>   |

| <b>Criterion 4e: ENGAGING IN PROFESSIONAL DEVELOPMENT</b>   |  |  |  |
|---|--|--|--|
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</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>Criterion 4f: SHOWING PROFESSIONALISM, INCLUDING INTEGRITY AND CONFIDENTIALITY</b>   |  |  |  |
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</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.  |

# Litchfield School District: Librarian/Media Specialist Evaluation Criteria

## DOMAIN 1: PLANNING AND PREPARATION

| <b>Criterion 1a: DEMONSTRATING KNOWLEDGE OF LITERATURE AND CURRENT TRENDS IN LIBRARY/MEDIA PRACTICE AND INFORMATION TECHNOLOGY</b>   |  |   |   |
|--|--|---|---|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>   |
| Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.   | Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.  | Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.  | Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in practice and information technology.   |
| <b>Criterion 1b: DEMONSTRATING KNOWLEDGE OF THE SCHOOL'S PROGRAM AND STUDENT INFORMATION NEEDS WITHIN THAT PROGRAM</b>   |  |   |   |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>   |
| Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.   | Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.  | Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.                                | Library/media specialist takes a leadership role, when adequate technology is available in the library, within the school and district to articulate the needs of students for information technology within the school's academic program. |
| <b>Criterion 1c: ESTABLISHING GOALS FOR LIBRARY/MEDIA PROGRAM APPROPRIATE TO THE SETTING AND STUDENTS SERVED</b>   |  |   |   |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>   |
| Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.   | Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.  | Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.   | Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.                   |
| <b>Criterion 1d: DEMONSTRATING KNOWLEDGE OF RESOURCES, WITHIN AND BEYOND THE SCHOOL AND DISTRICT AND TO ACCESS SUCH RESOURCES AS INTERLIBRARY LOAN</b>   |  |   |   |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>   |
| Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. | Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. | Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. | Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.  |

| <b>Criterion 1e: PLANNING THE LIBRARY/MEDIA PROGRAM INTEGRATED WITH THE OVERALL SCHOOL PROGRAM</b>                        |  |  |  |
|---|--|--|--|
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | Library/media specialist's plan is well designed to support both teachers and students in their information needs. | Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, planning, delivering and assessing classes, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers. |

| <b>Criterion 1f: DEVELOPING A PLAN TO EVALUATE THE LIBRARY/MEDIA PROGRAM</b>  |  |   |   |
|---|--|---|---|
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>   |
| Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important. | Library/media specialist has a rudimentary plan to evaluate the library/media program. | Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Library/media specialist's evaluation plan is highly sophisticated, with effective sources of evidence and a clear path toward improving the program on an ongoing basis. |

## PRINCIPLE 2: THE ENVIRONMENT

| <b>Criterion 2a: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT</b>  |   |   |  |
|--|---|---|--|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>  |
| Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural back-grounds, and characterized by sarcasm, put-downs, or conflict. | Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. | Interactions, between library/media specialist and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. | Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves demonstrate high levels of civility among students in the library. |
| <b>Criterion 2b: ESTABLISHING A CULTURE FOR INVESTIGATION AND LOVE OF LITERATURE</b>   |   |   |  |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>  |
| Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.  | Library/media specialist goes through the motions of performing the work of the position but without any real commitment to it.   | Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.   | Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values as shown by students actively seeking information and reading materials.                       |



| <b>Criterion 2c: ESTABLISHING AND MAINTAINING LIBRARY PROCEDURES</b>   |   |  |  |
|--|---|--|--|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants, if assistants are employed, are confused as to their role. | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants, if assistants are employed, are partially successful. | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants, if assistants are employed, are clear as to their role | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants, if assistants are employed, work independently and contribute to the success of the media center. |
| <b>Criterion 2d: MANAGING STUDENT BEHAVIOR</b>   |   |  |  |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| There is no evidence that standards of conduct have been established, and little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.  | It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.   | Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media response to student misbehavior is appropriate and respects the students' dignity.        | Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.                      |
| <b>Criterion 2e: ORGANIZING PHYSICAL SPACE</b>   |   |  |  |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.  | Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.   | Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.  | Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.  |

### PRINCIPLE 3: DELIVERY OF SERVICE

| <b>Criterion 3a: MAINTAINING AND EXTENDING THE LIBRARY COLLECTION IN ACCORDANCE WITH THE SCHOOL'S NEEDS AND WITHIN BUDGET LIMITATIONS</b>  |  |  |   |
|--|--|--|---|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas. | Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection and to establish balance. | Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas. | Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas. |

| <b>Criterion 3b: COLLABORATING WITH TEACHERS IN THE DESIGN OF INSTRUCTIONAL UNITS AND LESSONS</b>  |   |  |  |
|--|---|--|--|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.   | Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.                                      | Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units.  | Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school. |
| <b>Criterion 3c: ENGAGING STUDENTS IN ENJOYING LITERATURE AND IN LEARNING INFORMATION SKILLS</b>   |   |  |  |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials. | Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials. | Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, or partially appropriate materials. | Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.                           |
| <b>Criterion 3d: ASSISTING STUDENTS AND TEACHERS IN THE USE OF TECHNOLOGY IN THE LIBRARY/MEDIA CENTER</b>  |   |  |  |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.  | Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.   | Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.  | Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.                             |
| <b>Criterion 3e: DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS</b>  |   |  |  |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.  | Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.  | Library/media specialist makes revisions to the library/media program when they are needed.  | Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.        |

#### **PRINCIPLE 4: PROFESSIONAL RESPONSIBILITIES**

| <b>Criterion 4a: REFLECTING ON PRACTICE</b>  |   |  |  |
|--|---|--|--|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.<br><br>There is little or no evidence that professional learning has improved student performance. | Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.<br><br>There is limited evidence that professional learning has improved student performance. | Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved. There is evidence that professional learning improved student learning. | Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success. There is evidence that professional learning has had significant impact on student performance. |

| <b>Criterion 4b: PREPARING AND SUBMITTING REPORTS AND BUDGETS</b>  |   |  |  |
|--|---|--|--|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late even when provided with adequate time. | Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time even when provided with adequate time. | Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are sometimes submitted on time when provided with adequate time. | Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time when provided with adequate time. |
| <b>Criterion 4c: COMMUNICATING WITH THE LARGER COMMUNITY</b>   |   |  |  |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.   | Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.   | Library/media specialist engages in outreach efforts to parents and the larger community.  | Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.  |
| <b>Criterion 4d: PARTICIPATING IN THE PROFESSIONAL COMMUNITY</b>   |   |  |  |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.  | Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.   | Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.   | Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.   |
| <b>Criterion 4e: ENGAGING IN PROFESSIONAL DEVELOPMENT</b>  |   |  |  |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.  | Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.  | Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.   | Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.   |
| <b>Criterion 4f: SHOWING PROFESSIONALISM</b>   |   |  |  |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.   | Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.  | Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.  | Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues, in ensuring there is no plagiarism or violation of copyright laws.  |

# School Counselor Evaluation Rubric

## Domain 1: Planning and Preparation

| Criterion  | Level of Performance   |   |   |  |
|--|--|---|---|--|
|  | Unsatisfactory   | Basic   | Proficient  | Distinguished  |
| <b>1a: Demonstrating Knowledge of School Counseling Theory</b> | School Counselor demonstrates little or no understanding of school programming, counseling techniques, and theory.   | School Counselor demonstrates limited understanding of school programming, counseling techniques, and theory.   | School Counselor demonstrates solid understanding of school programming, counseling techniques, and theory.   | School Counselor demonstrates deep and thorough understanding of school programming, counseling techniques and theory. School Counselor's plans and practice reflect familiarity with a wide range of effective counseling approaches.   |
| <b>Critical Attributes</b>                                     | <ul style="list-style-type: none"> <li>• School Counselor displays minimal understanding and application of the district/ school programming and counseling techniques.</li> <li>• School Counselor's plans use inappropriate strategies.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor displays rudimentary understanding and application of the district/school programming.</li> <li>• School Counselor's knowledge and use of counseling techniques is of moderate value or suitability in meeting the needs of some students.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor demonstrates solid understanding and application of the district/ school programming and counseling techniques.</li> <li>• School Counselor is able to select and employ suitable and effective techniques to meet the needs of most students.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor demonstrates extensive knowledge and application of the district/school programming and counseling techniques.</li> <li>• School Counselor actively investigates new counseling theories and techniques, and skillfully selects and employs those that meet the needs of individual students.</li> </ul> |

| Criterion                                      | Level of Performance   |   |  |  |
|--|--|---|--|--|
|  | Unsatisfactory   | Basic   | Proficient   | Distinguished  |
| <b>1b: Demonstrating Knowledge of Students</b> | School Counselor displays little or no knowledge of child and adolescent development nor of students' skills, special needs, interests and cultural heritages. .   | School Counselor displays limited knowledge of child and adolescent development, and some knowledge of the varied students' skills, special needs, interests and cultural heritages.  | School Counselor demonstrates understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns of development. Counselor displays accurate and detailed knowledge of students' skills, special needs, interests and cultural heritages.  | In addition to the characteristics of "proficient," School Counselor displays knowledge of the extent to which individual students follow the general patterns of development. School Counselor demonstrates extensive knowledge of students, systematically acquiring knowledge from several sources about individual students' knowledge, skills, special needs, interests and cultural heritages. |
| <b>Critical Attributes</b>                     | <ul style="list-style-type: none"> <li>• School Counselor does not understand child development characteristics and has unrealistic expectations for students.</li> <li>• School Counselor is unaware of the individualized needs of students and ignores students' cultures, language, interests, special needs, history and/or circumstances.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor cites developmental theory, but does not seek to integrate theory into interactions with students.</li> <li>• School Counselor inconsistently attempts to gain knowledge of individual needs of students and sometimes seeks to understand students' cultures, language, interests, special needs, history and/or circumstances.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor integrates knowledge of developmental theory with knowledge of students on their counseling roster to inform their practice.</li> <li>• School Counselor actively seeks to gain knowledge of student background and experiences, culture, special needs, history and circumstances and uses this knowledge in</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor applies understanding of developmental attributes to differentiate practice and decision-making based on individual students' circumstances</li> <li>• School Counselor demonstrates thorough knowledge of student background and experiences, culture, special needs, history and circumstances, as well as knowledge of</li> </ul>       |

| Criterion | Level of Performance   |  |   |   |
|-----------|--|--|---|---|
|           | Unsatisfactory   | Basic  | Proficient  | Distinguished   |
|           | <ul style="list-style-type: none"> <li>• School Counselor is unaware of medical issues and learning disabilities of students.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of those issues and conditions.</li> </ul> | <p>practice and decision-making.</p> <ul style="list-style-type: none"> <li>• School Counselor is aware of medical issues and learning disabilities of all students on her caseload and works collaboratively with colleagues to understand the implications of those issues and conditions.</li> </ul> | <p>individualized techniques to support student. School Counselor uses this knowledge to proactively communicate with or about the student.</p> <ul style="list-style-type: none"> <li>• School Counselor researches medical and learning issues of students on her caseload, and works with those students to ensure their own understanding and ability to advocate on their own behalf.</li> </ul> |

| Criterion                                   | Level of Performance  |   |  |   |
|---|---|---|--|---|
|   | Unsatisfactory  | Basic   | Proficient   | Distinguished   |
| <b>1c: Establishing Counseling Outcomes</b> | School Counselor has no clear goals for the counseling program, or goals are inappropriate to either the situation or the age of the students. Counseling outcomes represent low expectations for students. | School Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students. Counseling outcomes represent moderate expectations and rigor. | School Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students. Counseling outcomes represent rigorous and important expectations for student learning and achievement. | School Counselor's goals for the counseling program are highly appropriate to the situation in the school and the age of the students, and have been developed in consultation with students, parents, and colleagues. Counseling outcomes represent high-level learning and achievement. Outcomes are differentiated and reflect multiple career and college ready paths based on student aspirations and input. |
| <b>Critical Attributes</b>                  | <ul style="list-style-type: none"> <li>• School Counselor cannot identify goals for students.</li> <li>• Goals do not represent the needs of the student population.</li> </ul>                             | <ul style="list-style-type: none"> <li>• Goals represent low expectations for students.</li> <li>• Goals reflect minimal consideration of student population needs.</li> </ul>                              | <ul style="list-style-type: none"> <li>• Goals represent high expectations and rigor for students.</li> <li>• Goals reflect consistent consideration of student population needs.</li> </ul>   | <ul style="list-style-type: none"> <li>• Goals represent high expectations and rigor and are differentiated to encourage individual students to take educational risks.</li> <li>• Goals are carefully tailored and differentiated to meet the needs of the entire student population.</li> </ul>   |

| Criterion                                       | Level of Performance   |   |   |  |
|---|--|---|---|--|
|   | Unsatisfactory   | Basic   | Proficient  | Distinguished  |
| <b>1d: Demonstrating Knowledge of Resources</b> | School Counselor demonstrates little or no knowledge of resources available to students through the school, district or community, nor is the counselor aware of resources for expanding one's own professional skills.                                | School Counselor displays some awareness of resources available to students through the school, district, or community and for extending one's professional skills but does not seek to expand their knowledge.                                   | School Counselor displays knowledge of resources available to students through the school or district, as well as those in the community, on the internet, and other sources external to the school. School Counselor seeks resources to extend their own professional skills and knowledge.                                      | School Counselor displays extensive knowledge of resources for students. These include school, district, community, and external resources. School Counselor makes extensive use of resources provided by professional organizations, universities and on the internet.  |
| <b>Critical Attributes</b>                      | <ul style="list-style-type: none"> <li>• School Counselor does not seek resources outside the district to expand his/her knowledge.</li> <li>• School Counselor is unable to suggest or identify resources that meet the needs of students.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor sometimes seeks resources outside the district to expand his/her knowledge.</li> <li>• School Counselor has limited suggestions for resources to meet the needs of students.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor knows how to gain access to resources outside the district and effectively shares them with students and parents.</li> <li>• The School Counselor makes detailed suggestions for evidence-based resources to meet the needs of a diverse student population.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor proactively and routinely seeks resources outside the district and makes extensive effort to share with students, colleagues, parents and all community stakeholders.</li> <li>• The School Counselor works collaboratively with colleagues, parents and students to create a list of evidence-based resources that will support the needs of a diverse student population.</li> </ul> |



| Criterion   | Level of Performance  |  |   |   |
|---|---|--|---|---|
|   | Unsatisfactory  | Basic  | Proficient  | Distinguished   |
| <b>1e: Contributes to the Development of a Coherent Counseling Plan</b> | School Counselor plan consists of a random collection of unrelated activities, lacking coherence or an overall structure, and is poorly aligned to counseling outcomes. School Counselor plan is developed without input from stakeholders or inclusion of individual, school, and district needs.  | School Counselor plan has a guiding principle and includes a number of activities, some of which do not fit with the broader goals. There is little differentiation for students. School Counselor seeks minimal input from stakeholders.  | School Counselor plan includes important aspects of counseling in the school setting and includes school goals. Counseling programs follow an organized progression with differentiation for different groups of students. School Counselor routinely seeks input from stakeholders.  | School Counselor plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program. The plan provides opportunity for student choice. Input from stakeholders is incorporated throughout the plan.   |
| <b>Critical Attributes</b>  | <ul style="list-style-type: none"> <li>• School Counselor plan lacks structure and is not aligned to social decision-making, behavioral, mental health, and academic goals.</li> <li>• There is no effort to connect counseling activities to counseling outcomes.</li> <li>• School Counselor designs the plan without collaboration with stakeholders.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor plan may be unrealistic about expectations for social decision-making, behavioral, mental health, and academic goals.</li> <li>• Counseling activities are loosely connected to counseling outcomes.</li> <li>• School Counselor designs the plan with minimal collaboration with stakeholders.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor plan is well structured and reasonable about expectations for social decision making, behavioral, mental health, and academic goals.</li> <li>• Counseling activities match counseling outcomes.</li> <li>• School Counselor consistently engages in collaborative planning with all in-district stakeholders.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor plan is holistic, systemic, balanced, proactive, integrated into the academic agenda, and reflective in addressing individual student's social decision making, behavioral, mental health, and academic goals.</li> <li>• Counseling activities are aligned with counseling outcomes and ensure student choice.</li> <li>• School Counselor actively seeks input from multiple stakeholders within and beyond the district to maximize collaborative planning process.</li> </ul> |

| Criterion  | Level of Performance  |  |   |   |
|--|---|--|---|---|
|  | Unsatisfactory  | Basic  | Proficient  | Distinguished   |
| <b>1f: Contributes to Overall Program Assessment</b> | School Counselor has no plan to assess services or resists suggestions that such an evaluation is important.  | School Counselor has a rudimentary plan to assess services. Assessment criteria and standards have been developed, but they are not clear. School Counselor's approach to using formative assessment is partially developed and includes only some of the program outcomes.  | School Counselor's plan to assess services is organized around clear goals, criteria, and standards related to the collection of evidence. School Counselor has a well-developed strategy for using formative assessment data.  | School Counselor's assessment plan is highly sophisticated, with a variety of evidence sources and clear criteria for assessing outcomes. The plan includes student contributions to its development. Assessment plan includes multiple methodologies to ensure accurate assessment of program effectiveness for diverse student groups.  |
| <b>Critical Attributes</b>                           | <ul style="list-style-type: none"> <li>• There is no program assessment plan to gather feedback from stakeholders and evaluate services.</li> <li>• The program assessment plan has no provision for data collection.</li> <li>• School Counselor does not use data/assessments to plan future program priorities.</li> </ul> | <ul style="list-style-type: none"> <li>• The program assessment plan contains minimal provision for feedback from stakeholders.</li> <li>• The program assessment plan has limited provision for data collection. Only some of the counseling outcomes are addressed in the planned assessments.</li> <li>• School Counselor minimally uses assessment data to plan future program priorities</li> </ul> | <ul style="list-style-type: none"> <li>• The program assessment plan is updated based upon feedback from stakeholders.</li> <li>• The program assessment plan provides for collection of relevant data and is consistent with program goals.</li> <li>• School Counselor synthesizes data to plan effective future program priorities.</li> </ul> | <ul style="list-style-type: none"> <li>• The program assessment plan includes cycles for reviewing progress of the counseling program, so that formative adjustments can be made as needed.</li> <li>• The program assessment plan uses a variety of methods to collect data in order to assess program goals and services, including soliciting student input.</li> <li>• School Counselor continually synthesizes data to plan for effective program priorities, monitors progress, and makes adjustments as needed.</li> </ul> |

## Domain 2: The Environment

| Criterion   | Level of Performance  |   |   |  |
|---|---|---|---|--|
|   | Unsatisfactory  | Basic   | Proficient  | Distinguished  |
| <b>2a:<br/>Creating an Environment of Respect and Rapport</b> | School Counselor's interactions with students are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. The counselor does not promote positive interactions among students, parents, or staff. The Counselor does not deal with disrespectful behavior. The counseling environment is not a place where students, teachers, and/or parents feel safe and respected.            | School Counselor's interactions with students are generally appropriate, but may reflect occasional inconsistencies and insensitivity. The counselor makes occasional attempts to promote positive interactions among students, parents, or staff. The counselor attempts to respond to disrespectful behavior with uneven results. Students, teachers and/or parents feel somewhat safe and respected in the counseling environment.   | School Counselor's interactions with students, parents and staff are respectful and appropriate to the ages, cultures, and developmental levels of the students. The counselor actively promotes positive interactions. The counseling environment is one in which participants feel safe and respected.  | School Counselor's interactions with students, parents and staff are highly positive, respectful, and appropriate to the ages, cultures and developmental levels of the students, reflecting genuine warmth, caring and sensitivity. The counselor has successfully involved students in promoting positive student-to-student interactions.                             |
| <b>Critical Attributes</b>                                    | <ul style="list-style-type: none"> <li>• School Counselor is insensitive to students' cultural backgrounds and developmental levels.</li> <li>• School Counselor displays no familiarity with or caring about students.</li> <li>• School Counselor speaks disrespectfully to students, parents, staff, or colleagues.</li> <li>• School Counselor displays a lack of responsiveness to students, parents, staff and colleagues.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor makes inconsistent effort to be sensitive to students' cultural backgrounds and developmental levels.</li> <li>• School Counselor demonstrates familiarity with the unique circumstances of some of the students on her roster.                             <ul style="list-style-type: none"> <li>• Quality of interactions between School Counselor and students, parents, and staff is uneven, with occasional disrespect or insensitivity.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor is sensitive to all students' cultural backgrounds and developmental levels and fosters this sensitivity with students and staff.</li> <li>• School Counselor demonstrates detailed knowledge of each of the students on her roster.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor is highly sensitive to all students' cultural backgrounds and developmental levels and supports student initiation of events recognizing and including diverse populations.</li> <li>• School Counselor consistently demonstrates knowledge of, compassion for, and responsiveness to all students.</li> </ul> |

| Criterion | Level of Performance   |   |   |  |
|-----------|--|---|---|--|
|           | Unsatisfactory   | Basic   | Proficient  | Distinguished  |
|           | <ul style="list-style-type: none"> <li>• School Counselor fails to convey an atmosphere of respect and encouragement.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor is responsive to a small number of students, parents, staff and colleagues.</li> <li>• School Counselor attempts to create an atmosphere of respect with uneven results. Students may hesitate to participate.</li> </ul> | <ul style="list-style-type: none"> <li>• Interactions between School Counselor and students, parents, and staff are consistently respectful.</li> <li>• School Counselor is responsive to parents, staff, colleagues, and all students on his/her caseload.</li> <li>• School Counselor consistently creates an atmosphere of support and rapport.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor models exemplary respect for students, parents, staff, and community stakeholders, treating them with dignity in all situations.</li> <li>• School Counselor is responsive to all school, district, and community stakeholders.</li> <li>• School Counselor facilitates an atmosphere of genuine caring and respect for all. Students participate without fear of put-downs or ridicule from either the School Counselor or other students.</li> </ul> |

| Criterion                                      | Level of Performance  |  |  |   |
|--|---|--|--|---|
|  | Unsatisfactory  | Basic  | Proficient   | Distinguished   |
| <b>2b: Establishing a Culture for Learning</b> | <p>The counseling environment is characterized by little to no commitment of effort by the School Counselor or students. Students show no regard for the importance of the counseling work. School Counselor makes no attempt to encourage students to work hard and achieve at their highest level. School Counselor does not offer students support for college and career readiness.</p> | <p>The counseling environment is characterized by an inconsistent commitment of effort or investment of energy by the School Counselor or students. Students show little regard for the importance of the counseling work. The School Counselor encourages some students to achieve at a higher level. School Counselor offers some students support for college and career readiness.</p> | <p>The counseling environment is characterized by a consistent commitment of effort and investment of energy by the School Counselor and students. Students show positive regard for the importance of the counseling work. School Counselor interacts with all students to encourage hard work and support learning. School Counselor seeks to ensure that all students are college and career ready.</p> | <p>The counseling environment is characterized by a high commitment of effort and investment of energy by the School Counselor and students. Students take an active role in upholding the importance of the counseling work. School Counselor's interactions with students, staff, and families support attainment of success for all students and involves these stakeholders in ensuring all students are college and career ready.</p>  |
| <b>Critical Attributes</b>                     | <ul style="list-style-type: none"> <li>• School Counselor conveys to some students that counseling work is too challenging for them.</li> <li>• School Counselor sets no expectations for engagement and participation.</li> <li>• Students are not encouraged to work hard.</li> </ul>   | <ul style="list-style-type: none"> <li>• School Counselor conveys a neutral position to students regarding their ability to meet the demands of counseling work.</li> <li>• School Counselor sets limited expectations for engagement and participation.</li> <li>• Some students receive encouragement to work hard from the counselor.</li> </ul>  | <ul style="list-style-type: none"> <li>• School Counselor communicates to students the importance of counseling work, and the conviction that with hard work they will succeed.</li> <li>• School Counselor expects all students to engage with and participate in the counseling program.</li> <li>• All students receive encouragement to work hard in order to achieve.</li> </ul>                      | <ul style="list-style-type: none"> <li>• School Counselor communicates a passion for counseling work to students, staff, and families and a conviction that students can acquire the skills necessary to be successful.</li> <li>• The School Counselor sets high expectations for engagement in the counseling program and communicates this importance to all students, staff, and families.</li> <li>• The School Counselor supports students' initiative in improving the quality of their work.</li> </ul> |

| Criterion                                   | Level of Performance  |  |  |  |
|---|---|--|--|--|
|   | Unsatisfactory  | Basic  | Proficient   | Distinguished  |
| <b>2c: Managing Routines and Procedures</b> | School Counselor's routines and practices are nonexistent or disorderly. There are no procedures established for scheduling time with the counselor. No schedule or use-of-time data is available. There is little evidence that students know or follow established routines.                                      | School Counselor's routines and practices are partially successful. Procedures for scheduling time with the counselor are established, but have been communicated to only some students. Schedule and/or use-of-time data exist, but are not used or maintained. Students are aware of some routines and procedures, but they are only partially effective or are inconsistently followed. | School Counselor's routines and practices are effective. Procedures for scheduling time with the counselor are established, communicated to students, and followed. Schedule and use-of-time data are available, used, and fully maintained. Students know and follow established routines with minimal guidance and prompting.  | School Counselor's routines and practices are seamless, and students assist in maintaining them. Procedures for scheduling time with the counselor are established with input from students and well communicated to all stakeholders. Schedule and use-of-time data are detailed and used in a highly effective manner. Routines and procedures are well understood and may be initiated or improved by students. |
| <b>Critical Attributes</b>                  | <ul style="list-style-type: none"> <li>• School Counselor has not established procedures or routines.</li> <li>• School Counselor is unable to prioritize time-sensitive tasks.</li> <li>• Lack of procedures or routines during classroom work or a counseling session result in student time off task.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor has inconsistently established procedures and routines.</li> <li>• School Counselor is inconsistent in prioritizing tasks.</li> <li>• Counseling office has some procedures and routines related to counseling activities and access to materials and resources.</li> </ul>  | <ul style="list-style-type: none"> <li>• School Counselor has established consistent routines and procedures.</li> <li>• School Counselor consistently prioritizes tasks.</li> <li>• Counseling office has clear and consistent procedures and routines that are organized to facilitate various counseling sessions and access to materials and resources.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor has seamlessly established routines and procedures.</li> <li>• School Counselor seeks feedback from students and faculty regarding task prioritization.</li> <li>• Counseling routines and procedures maximize student engagement, opportunities, and time on task.</li> </ul>   |

| Criterion                            | Level of Performance   |  |   |  |
|--------------------------------------|--|--|---|--|
|                                      | Unsatisfactory   | Basic  | Proficient  | Distinguished  |
| <b>2d: Managing Student Behavior</b> | School Counselor has established no standards of conduct for students during counseling or classroom sessions. No assistance with student behavior is offered to staff or families.  | School Counselor's efforts to establish standards of conduct for counseling sessions or classroom are partially effective. School Counselor inconsistently attempts to monitor student behavior and sometimes offers behavioral assistance to staff or families.   | School Counselor has established clear standards of conduct for counseling sessions or classroom. Student behavior in counseling sessions is generally appropriate. School Counselor makes significant effort to offer assistance to staff or families with student behavior.   | School Counselor has established clear standards of conduct for counseling and classroom sessions and students contribute to maintaining them. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. School Counselor takes a leadership role in providing assistance with student behavior and shares ideas with staff and/or families.   |
| <b>Critical Attributes</b>           | <ul style="list-style-type: none"> <li>• Counseling sessions are chaotic, with no standards of conduct evident.</li> <li>• School Counselor disregards student's' violation of rules.</li> <li>• Some students disrupt the counseling session, without apparent School Counselor awareness or with an ineffective response.</li> </ul> | <ul style="list-style-type: none"> <li>• Standards have been established but are not consistently applied or monitored by the School Counselor.</li> <li>• School Counselor maintains order with uneven success.</li> <li>• Response to student misbehavior is inconsistent during the counseling and/or classroom guidance sessions.</li> </ul> | <ul style="list-style-type: none"> <li>• Standards of conduct have been established and are monitored by the School Counselor.</li> <li>• School Counselor maintains order with overall success.</li> <li>• School counselor consistently and appropriately responds to student misbehavior during the counseling and classroom guidance sessions.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor's monitoring of student behavior is subtle and preventative. Students actively monitor their own behavior.</li> <li>• Students are involved in the development of appropriate behavioral guidelines for counseling sessions and actively contribute to maintaining order by addressing peer behavior based upon established behavioral guidelines.</li> <li>• School Counselor models and promotes student ownership of behavior.</li> </ul> |

| Criterion                            | Level of Performance  |   |  |   |
|--------------------------------------|---|---|--|---|
|                                      | Unsatisfactory  | Basic   | Proficient   | Distinguished   |
| <b>2e: Organizing Physical Space</b> | School Counselor's physical environment is in disarray, unsafe, or is inappropriate for the planned activities. Physical barriers make the counseling area inaccessible to students with special needs.   | School Counselor's attempts to create an inviting and well-organized physical environment are partially successful. Accommodations are made for some students' special needs.   | The School Counseling center or classroom arrangements are inviting and conducive to the planned activities. All areas of the counseling center are accessible to students with special needs.   | The School Counseling center and classroom arrangements are flexibly arranged to support a range of individual and group counseling activities. Arrangements provide individualized accommodations for students with special needs. |
| <b>Critical Attributes</b>           | <ul style="list-style-type: none"> <li>• School Counselor does not consider or is unaware of the need to arrange the counseling space. There are physical hazards in the counseling center.</li> <li>• There is no attempt to arrange the counseling center to meet the needs of students with physical or sensory disabilities.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor makes some attempt to arrange the environment and make the counseling office inviting.</li> <li>• School Counselor makes some attempt at arranging the counseling center to accommodate students with physical disabilities.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor makes a concerted effort to make the counseling environment inviting and accessible for students.</li> <li>• School Counselor successfully arranges the counseling center to accommodate groups with special needs.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor enlists the input of students on how to make the counseling environment inviting and welcoming.</li> </ul>  |



### Domain 3: Delivery of Services

| Criterion                              | Level of Performance   |   |   |  |
|--|--|---|---|--|
|  | Unsatisfactory   | Basic   | Proficient  | Distinguished  |
| <b>3a: Communicating with Students</b> | <p>School Counselor rarely communicates with students. Communications contains major errors and/or are unclear. The Counselor's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. Communication is strictly one-way from School Counselor to students.</p>   | <p>School Counselor attempts to communicate with students. Spoken and written communications contain some errors or are partially clear, requiring clarification. School Counselor's spoken communication may be correct, but vocabulary is not fully appropriate for students. School Counselor does not take opportunities to explain academic or counseling vocabulary. School Counselor makes minimal efforts at two-way communication with students.</p> | <p>School Counselor regularly communicates with students. School Counselor's oral and written communications are clear and accurate. School Counselor's use of academic and counseling vocabulary is precise and serves to extend understanding. School Counselor makes regular efforts at two-way communication with students.</p> | <p>School Counselor's oral and written communications with students are ongoing, clear, precise, and expressive. Misconceptions are anticipated by the School Counselor and prevented through use of well-honed communication skills. School Counselor takes the opportunity to extend students' knowledge of concepts and vocabulary. School Counselor frequently uses multiple means of soliciting input from, and communicating with, students.</p> |
| <b>Critical Attributes</b>             | <ul style="list-style-type: none"> <li>• School Counselor does not share information, or makes serious errors that will affect student understanding.</li> <li>• Students indicate, through body language or questions, that they do not understand the purpose or content of the session provided by the School Counselor</li> <li>• School Counselor does not seek input from students.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor shares limited information or provides only partially accurate information to students.</li> <li>• School Counselor provides little explanation about the purpose of the session.</li> <li>• School Counselor seeks input from students, but is inconsistent or sporadic in gathering or acting on such input.</li> </ul>   | <ul style="list-style-type: none"> <li>• School Counselor consistently shares accurate information with students.</li> <li>• School Counselor clearly states the purpose of the session, as well as session goals.</li> <li>• School Counselor regularly seeks input from students, and effectively acts on such input.</li> </ul>  | <ul style="list-style-type: none"> <li>• School Counselor has consistent and accurate collaborative communication with students.</li> <li>• Students contribute to defining the purpose of the session; if asked, students are able to explain the purpose of the session.</li> <li>• School Counselor's gathering of input from students is skillfully applied to make program improvements.</li> </ul>   |

| Criterion  | Level of Performance   |   |   |   |
|--|--|---|---|---|
|  | Unsatisfactory   | Basic   | Proficient  | Distinguished   |
| <b>3b: Using Appropriate Counseling Techniques</b> | School Counselor has few counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning.   | School 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 for future planning.   | School 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 for future planning.  | School 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 for future planning.   |
| <b>Critical Attributes</b>                         | <ul style="list-style-type: none"> <li>• School Counselor does not attempt to assist students in decision-making, goal setting, or problem solving.</li> <li>• School Counselor makes poor use of questioning techniques, using low level or inappropriate questions.</li> <li>• School Counselor's questions do not invite student response.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor attempts to assist students in decision-making, goal setting, or problem solving.</li> <li>• School Counselor's use of questioning and discussion techniques is adequate.</li> <li>• School Counselor's questions invite students to respond, but most do not.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor assists students in decision-making, goal setting, or problem solving.</li> <li>• Questioning and discussion techniques are employed effectively, encouraging students to comfortably disclose information after having established confidentiality guidelines for discussions.</li> <li>• School Counselor uses open-ended questions, inviting students to think and/or offer multiple responses.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor mentors students as they use available data to make decisions, set goals, or solve problems.</li> <li>• Questioning and discussion techniques provide opportunities for students to use higher order thinking skills.</li> <li>• School Counselor builds on and uses student responses to deepen student understanding and skill building. Students initiate, maintain, and extend discussions during the session.</li> </ul> |

| Criterion   | Level of Performance  |  |  |  |
|---|---|--|--|--|
|   | Unsatisfactory  | Basic  | Proficient   | Distinguished  |
| <b>3c: Engaging Students in the Formulation of Current and Future Plans</b> | School Counselor does not assist students in formulating personalized plans.  | School Counselor attempts to assist some students in formulating personalized plans, but efforts are inconsistent.   | School Counselor assists the students in formulating clear, purposeful, and personalized plans.  | School Counselor supports students as they formulate personal academic, social/emotional, and career plans. The process has a clearly defined structure and provides students with the time needed to engage with and reflect on their planning. |
| <b>Critical Attributes</b>  | <ul style="list-style-type: none"> <li>• School Counselor does not assist students in developing appropriate skills needed for formulating personalized plans.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor attempts to help students develop the skills needed for formulating personalized plans.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor provides clear strategies that assist students in developing successful skills for formulating personalized plans, goal setting, and decision making.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor enables student exploration of multiple strategies that will assist them in developing solid, lifetime skills for formulating personalized plans.</li> </ul>                           |

| Criterion                          | Level of Performance   |   |  |   |
|------------------------------------|--|---|--|---|
|                                    | Unsatisfactory   | Basic   | Proficient   | Distinguished   |
| <b>3d: Assessing Student Needs</b> | <p>School Counselor neither assesses the progress students are making in programs nor consults with team members to address students' needs. Feedback is absent or of poor quality. Students do not engage in self-assessment.</p> <p>School Counselor does not use assessment to determine services that will address students' needs</p> | <p>School Counselor inconsistently assesses progress students are making in programs or limits consultation with team members to address students' needs. Feedback to students is general, and few students assess their own work. School Counselor sometimes uses assessments to determine services that will address students' needs.</p> | <p>School Counselor consistently assesses the progress students are making in programs and consults with team members to discuss students' needs. Feedback to students is accurate and specific; students frequently engage in self-assessment. School Counselor uses assessment to determine appropriate school-wide services to address the needs of the student population.</p> | <p>School Counselor consistently assesses students' progress in programs, using multiple measures and regularly consults with students, parents, and team members to discuss students' needs. A variety of forms and methods are used to provide accurate and specific feedback. Students self-assess and monitor their progress, and use the data to identify appropriate improvement strategies. School Counselor successfully assesses individual students' needs and differentiates services to address them.</p> |

| Criterion                               | Level of Performance   |   |  |   |
|---|--|---|--|---|
|   | Unsatisfactory   | Basic   | Proficient   | Distinguished   |
| <b>Critical Attributes</b><br><b>3d</b> | <ul style="list-style-type: none"> <li>• School Counselor has no plan to engage students in self-assessment.</li> <li>• School Counselor uses inappropriate assessment techniques for the student or setting.</li> <li>• School Counselor provides feedback that is inaccurate, nonspecific and/or lacks timeliness.</li> <li>• School Counselor ignores or does not know how to interpret student assessment data.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor makes only minimal attempts to engage students in self-assessment.</li> <li>• School Counselor attempts to use appropriate assessment techniques for the general student population.</li> <li>• School Counselor provides feedback that is timely, but is not specific or consistent.</li> <li>• School Counselor displays limited ability to interpret student assessment data.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor frequently invites students to engage in self-assessment, and provides appropriate strategies for doing so.</li> <li>• School Counselor uses assessment techniques that are differentiated for specific student population groups.</li> <li>• School Counselor provides feedback that is specific, timely, and consistent.</li> <li>• School Counselor accurately interprets student assessment data and makes program decisions or recommends courses of action based on the data.</li> </ul> | <ul style="list-style-type: none"> <li>• Students assess their own needs/progress using assessment criteria that has been provided.</li> <li>• School Counselor skillfully determines and uses assessment techniques that are differentiated for individual students.</li> <li>• School Counselor and students discuss high quality feedback that is proactive, pertinent and focused on improvement.</li> <li>• School Counselor partners with individual students to interpret assessment data, and discusses program direction and individual action plans with them based on the data.</li> </ul> |

| Criterion                                   | Level of Performance   |   |   |   |
|---|--|---|---|---|
|   | Unsatisfactory   | Basic   | Proficient  | Distinguished   |
| <b>3e: Implementing Responsive Services</b> | School Counselor does not provide counseling sessions for individual students and/or small groups to help them overcome issues that arise.   | School Counselor makes an attempt to meet with some individual students and/or small groups in response to emergent student needs and concerns. Sessions are not goal-focused and offer only moderate assistance.   | School Counselor holds individual and/or small group counseling sessions to assist students with academic, career, and personal/social issues in response to emergent student needs and concerns.   | School Counselor holds individual and/or small group counseling sessions that help students identify problems, causes, alternatives, and possible consequences. Students are guided to make thoughtful decisions and take appropriate actions in response to emergent needs and concerns.   |
| <b>Critical Attributes</b>                  | <ul style="list-style-type: none"> <li>• School Counselor does not provide responsive services to address students' needs.</li> <li>• School Counselor does not adjust priority of tasks with student or school goals in mind.</li> <li>• School Counselor is unable adjust a session when students are confused or unresponsive.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor inconsistently provides responsive services to address students' needs.</li> <li>• School Counselor attempts to adjust priorities to address student needs.</li> <li>• School Counselor is partially successful in adjusting a session when students are confused or unresponsive.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor recognizes change in students' needs and provides responsive services to meet the current, identified needs.</li> <li>• School Counselor routinely adjusts priorities to meet the needs of students.</li> <li>• School Counselor routinely makes adjustments to a session as needed.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor's anticipates adjustments to services based on deep knowledge of students and current social and environmental events and conditions.</li> <li>• School Counselor uses various data sources and input from stakeholders to anticipate the needs of students, and adjusts priorities accordingly.</li> <li>• School Counselor seizes a teachable moment to enhance a session.</li> </ul> |

## Domain 4: Professional Responsibilities

| Criterion                         | Level of Performance  |  |  |  |
|-----------------------------------|---|--|--|--|
|                                   | Unsatisfactory  | Basic  | Proficient   | Distinguished  |
| <b>4a: Reflecting on Practice</b> | School Counselor's reflection on practice is inaccurate and not based on evidence-based standards. School Counselor has no suggestions for how counseling services could be improved.   | School Counselor's reflection on practice is sometimes accurate and objective, but not based on evidence-based standards. Reflection includes some general suggestions for how counseling services might be improved.                              | School Counselor's reflection on practice is accurate and objective, based on evidence-based standards, and cites both positive and negative characteristics. School Counselor makes specific suggestions for improving practice based on the approved standards.  | School Counselor's reflection on practice is thoughtful and accurate, citing specific examples of practices and the reasons for their degree of success. School Counselor draws on an extensive body of evidence-based practices to suggest alternative practice strategies according to the approved standards.   |
| <b>Critical Attributes</b>        | <ul style="list-style-type: none"> <li>• School Counselor does not use approved standards or data to reflect on counseling practices.</li> <li>• School Counselor makes no suggestions for professional improvement.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor uses approved standards but does not gather data to reflect on counseling practices.</li> <li>• School Counselor suggests general modifications for professional improvement.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor uses approved standards and data to guide decision-making and to standardize and reflect on counseling practice.</li> <li>• School Counselor draws upon appropriate resources to suggest alternative strategies to refine professional performance.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor uses program assessment data; input from school officials and students; and the approved standards to guide decision-making and reflect on counseling practice.</li> <li>• School Counselor uses extensive resources to identify areas for improvement and professional growth opportunities.</li> </ul> |

| Criterion  | Level of Performance  |   |  |  |
|--|---|---|--|--|
|  | Unsatisfactory  | Basic   | Proficient   | Distinguished  |
| <b>4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice</b> | School Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion. School Counselor does not understand the importance of safekeeping and maintenance of student records. School Counselor does not use student data to guide decision-making.  | School Counselor's reports, records, and documentation are uneven and occasionally late. School Counselor has a rudimentary understanding of the safekeeping and maintenance of student information. School Counselor makes scant use of student data to guide decision-making.   | School Counselor's reports, records, and documentation are accurate and are submitted in a timely manner. School Counselor's practices related to safekeeping and maintenance of student records are consistent with district and national standards. School Counselor uses student data to guide decision-making.           | School Counselor's practices related to record keeping are highly systematic and efficient. School Counselor engages parents and students in using student data to guide decision-making.  |
| <b>Critical Attributes</b>   | <ul style="list-style-type: none"> <li>• School Counselor has no system for record keeping. Records are in disarray and provide incorrect or confusing information.</li> <li>• School Counselor does not maintain and submit records/reports in a timely manner when requested.</li> <li>• School Counselor does not know how to use data to guide students.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor has a process for recording information; however it is out of date, incomplete, or inaccurate.</li> <li>• School Counselor inconsistently maintains and submits records/reports.</li> <li>• School Counselor has limited knowledge of how to use data to guide students.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor's process for record keeping is efficient and effective.</li> <li>• School Counselor consistently maintains and submits records/reports in a timely manner.</li> <li>• School Counselor has a clear understanding of how to use data to guide students.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor collaborates with colleagues regarding best practice for record-keeping and shares systems and processes.</li> <li>• School Counselor consistently makes records/reports available to stakeholders to support self-advocacy and future planning.</li> <li>• School Counselor engages and educates appropriate stakeholders on how to best use data to guide students.</li> </ul> |



| Criterion  | Level of Performance  |   |  |  |
|--|---|---|--|--|
|  | Unsatisfactory  | Basic   | Proficient   | Distinguished  |
| <b>4c: Communicating with Families, Staff, and Community</b> | <p>School Counselor provides little, if any, information to families, staff or community about the counseling program as a whole or about individual students. School Counselor does not attempt to engage families in the programs offered by the counseling department.</p> <p>Communications with staff and families violate confidentiality guidelines. Some communications contain socially or culturally inappropriate or offensive references.</p> | <p>School Counselor provides limited though accurate information to families, staff or community about the counseling program as a whole and about individual students. School Counselor attempts to engage families in the programs offered by the counseling department.</p> <p>School Counselor is somewhat familiar with confidentiality guidelines. Communication may not be socially or culturally sensitive.</p> | <p>School Counselor provides thorough and accurate information to families, staff or the community about the counseling program as a whole and about individual students. School Counselor frequently engages families in the programs offered by the counseling department. School Counselor consistently follows confidentiality guidelines. Communications are conveyed in a culturally sensitive manner.</p> | <p>School Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means. School Counselor engages families in using and contributing to the resources of the counseling department. School Counselor consistently maintains and models confidentiality for all while appropriately communicating student needs with family, staff and community. School Counselor responds to concerns with social and cultural sensitivity.</p> |

|  |  |  |   |   |
|--|--|--|---|---|
| <p><b>Critical Attributes<br/>4c</b></p> | <ul style="list-style-type: none"> <li>• School Counselor provides limited or inaccurate information regarding the counseling program to stakeholders.</li> <li>• School Counselor does not seek input from stakeholders regarding the most effective means of communicating.</li> <li>• School Counselor does not comply with school/district procedures for communicating with families.</li> <li>• School Counselor doesn't know who should have access to information or what can be disseminated.</li> <li>• School Counselor does not know about the ASCA National Model, that includes the program's mission and vision.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor infrequently provides information about the counseling program to stakeholders; parents are randomly informed.</li> <li>• School Counselor seeks input only from district stakeholders regarding the most effective means of communicating.</li> <li>• School Counselor complies with school/district procedures for communicating with families but efforts are inconsistent.</li> <li>• School Counselor has limited knowledge of who should have access to information, or does not communicate helpful confidential information to those with whom it would be appropriate.</li> <li>• School Counselor knows how to access the ASCA Model website.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor regularly makes information about the program available and uses more than one means to disseminate information.</li> <li>• School Counselor seeks input from all stakeholders, including community organizations, regarding the most effective means of communication.</li> <li>• School Counselor complies with all school/district procedures for communicating with families and successfully engages them at the appropriate times.</li> <li>• School Counselor is aware of what information is confidential; timing, content, and audience for sharing information is always appropriate.</li> <li>• School Counselor directs stakeholders to the ASCA National Model.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor is innovative in finding multiple means to provide information to stakeholders.</li> <li>• School Counselor is a leader in facilitating a communication network of district and diverse community organizations and seeks input from stakeholders regarding the most effective means of communicating.</li> <li>• School Counselor complies with all school/district procedures and initiates additional interactions, encouraging collaboration with all stakeholders. School Counselor provides appropriate information at appropriate times.</li> <li>• School Counselor serves as the district consultant for the appropriate dissemination of records and educates all stakeholders about confidentiality policies.</li> </ul> |
|--|--|--|---|---|

| Criterion  | Level of Performance  |  |   |   |
|--|---|--|---|---|
|  | Unsatisfactory  | Basic  | Proficient  | Distinguished   |
| <b>4d:<br/>Participating<br/>in the<br/>Professional<br/>Community</b> | School Counselor's interactions with other counselors and/or other colleagues in the school/district are negative. The counselor avoids becoming involved in school or district events or projects. School Counselor does not participate in a professional learning community.   | School Counselor interacts with other counselors and/or colleagues to fulfill required duties. The School Counselor participates in school events, district projects, and professional learning communities when specifically asked or invited.  | School Counselor's interactions with other counselors and colleagues are characterized by mutual support and collaboration. The counselor volunteers to participate in school events and school/district projects, making a substantial contribution. The School Counselor actively participates in a professional learning community.  | School Counselor interactions are characterized by mutual support and collaboration, with the School Counselor taking initiative in assuming leadership among other counselors and colleagues. The School Counselor volunteers to participate in school/district events and projects, making a substantial contribution and assuming a leadership role in at least one aspect of school/district life. The School Counselor takes a leadership role in promoting a professional learning community. |
| <b>Critical Attributes</b>   | <ul style="list-style-type: none"> <li>• School Counselor's interactions with other counselors and colleagues are characterized by negativity or combativeness.</li> <li>• School Counselor purposefully avoids involvement in school/district events and projects.</li> <li>• School Counselor avoids contributing to activities promoting professional learning communities.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor engages in interactions with colleagues to fulfill department mandates, but does not initiate collaborative, professional conversations.</li> <li>• When asked, the School Counselor participates in school events and projects.</li> <li>• When invited, the School Counselor participates in activities related to professional learning communities.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor has supportive, collaborative and professional interactions with other counselors and colleagues.</li> <li>• School Counselor frequently volunteers to participate in school events and projects.</li> <li>• School Counselor regularly participates in activities related to professional learning communities.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor initiates and models collaborative interactions with other counselors, colleagues and organizations.</li> <li>• School Counselor contributes to and leads significant school/district and community projects.</li> <li>• School Counselor takes a leadership role in promoting activities related to professional learning communities.</li> </ul>  |

| Criterion  | Level of Performance   |   |   |   |
|--|--|---|---|---|
|  | Unsatisfactory   | Basic   | Proficient  | Distinguished   |
| <b>4e:<br/>Growing and<br/>Developing<br/>Professionally</b> | School Counselor does not participate in individual and/or collaborative professional development activities even when such activities are clearly needed for the development of counseling skills. School Counselor actively avoids professional conversations with colleagues and supervisors. School Counselor does not contribute to the collective knowledge of colleagues or the profession.   | School Counselor participates in limited individual and/or collaborative professional development activities. School Counselor engages in limited professional conversations with colleagues and supervisors. School Counselor rarely assists other counselors or contributes to the profession.  | School Counselor seeks out opportunities for individual and/or collaborative professional development based on an individual assessment of need. School Counselor actively engages with colleagues and supervisors in professional conversations about practice, including feedback about practice. School Counselor frequently contributes to the collective knowledge of colleagues.  | School Counselor actively pursues individual and/or collaborative professional development opportunities based on individual or departmental assessment of need, and makes a substantial contribution to the profession. School Counselor takes a leadership role in organizing opportunities for professional conversation, including feedback about practice. School Counselor initiates important research or activities that contribute to the profession.  |
| <b>Critical<br/>Attributes</b>                               | <ul style="list-style-type: none"> <li>• School Counselor is not involved in any activity that might enhance his/her knowledge or skills.</li> <li>• School Counselor purposefully resists discussing performance with supervisors or colleagues.</li> <li>• School Counselor does not participate in school/district professional development activities and makes no effort to share knowledge.</li> <li>• School Counselor does not know the approved standards.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor participates in professional development activities when required by district or for recertification.</li> <li>• School Counselor reluctantly accepts feedback from supervisors and colleagues.</li> <li>• School Counselor participates in school/district professional development activities when specifically assigned, providing limited opportunities for sharing knowledge. <ul style="list-style-type: none"> <li>• School Counselor is aware of the approved standards but does not make the connection to professional growth.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor participates in individual professional development to enhance knowledge and skills beyond district and recertification requirements.</li> <li>• School Counselor welcomes colleague and supervisor input in order to gain insight into improving practice. <ul style="list-style-type: none"> <li>• School Counselor participates actively in a variety of required and optional school/district professional development activities and shares knowledge with colleagues. School Counselor uses the approved standards to guide professional growth.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor provides professional development activities in the district to create opportunities for counselors and/or colleagues to collaboratively enhance knowledge and skills.</li> <li>• School Counselor actively seeks feedback from supervisors and colleagues on a regular basis. <ul style="list-style-type: none"> <li>• School Counselor works with school/district professional development leaders to assess professional development needs, and finds or creates activities that promote knowledge sharing that will have a positive impact on students.</li> </ul> </li> <li>• School Counselor works in conjunction with other District counselors using the approved standards to guide professional growth.</li> </ul> |

| Criterion                          | Level of Performance  |  |  |   |
|------------------------------------|---|--|--|---|
|                                    | Unsatisfactory  | Basic  | Proficient   | Distinguished   |
| <b>4f: Showing Professionalism</b> | School Counselor displays dishonesty or unprofessional behavior in interactions with colleagues, students, families and the community. School Counselor does not advocate for families or for the students' social, behavioral or academic needs. School Counselor does not comply with school, district, and professional regulations even when directed.  | School Counselor is honest in interactions and appropriate in professional actions with colleagues, students, families and the community. School Counselor inconsistently advocates for families' or students' social, behavioral or academic needs. School Counselor requires prompting to comply with school, district, and professional regulations.  | School Counselor displays high standards of honesty, integrity, and professional behaviors in interactions with colleagues, students, families and the community. School Counselor consistently advocates for families' or students' social, behavioral or academic needs. School Counselor fully complies with school, district, and professional regulations.  | School Counselor models the highest standards of honesty, integrity, and professional behavior in interactions with other colleagues, students, families and community members. School Counselor provides leadership to colleagues in advocating for families' or students' social, behavioral or academic needs. School Counselor takes on a leadership role regarding implementation of school, district, and professional regulations.   |
| <b>Critical Attributes</b>         | <ul style="list-style-type: none"> <li>• School Counselor demonstrates lack of honesty and integrity according to the ASCA Ethical Standards.</li> <li>• School Counselor does not exhibit willingness or ability to work collaboratively with other professionals.</li> <li>• School Counselor does not notice or advocate for the needs of students and families.</li> <li>• School Counselor does not provide opportunities for student success as described in the Annual Agreement.</li> <li>• School Counselor willfully rejects district regulations.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor demonstrates honesty and general compliance with the ASCA Ethical Standards.</li> <li>• School Counselor is willing to collaborate occasionally with other professionals.</li> <li>• School Counselor notices needs of students and families but is inconsistent in advocating for their needs.</li> <li>• School Counselor is inconsistent in providing opportunities for student success as described in the Annual Agreement. <ul style="list-style-type: none"> <li>• School Counselor complies with district regulations only when prompted.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor is honest and is known for having high standards of integrity according to the ASCA Ethical Standards.</li> <li>• School Counselor seeks opportunities to participate in ongoing collaboration with other professionals.</li> <li>• School Counselor actively and consistently advocates for student and family needs.</li> <li>• School Counselor consistently provides opportunities for student success as described in the Annual Agreement.</li> <li>• School Counselor continually assesses planned actions to insure compliance with district regulations.</li> </ul> | <ul style="list-style-type: none"> <li>• School Counselor provides opportunities for other counselors and staff to engage in professional conversations to ensure shared understanding of honesty and integrity according to the ASCA Ethical Standards.</li> <li>• School Counselor exhibits skill and leadership in professional collaboration. <ul style="list-style-type: none"> <li>• School Counselor takes a leadership role in the school, district and community, proactively advocating for the needs of students and families.</li> </ul> </li> <li>• School Counselor makes differentiated efforts to ensure opportunities are available for individual students to be successful as described in the Annual Agreement.</li> <li>• School Counselor takes a leadership role in complying with and training colleagues on district regulations.</li> </ul> |

## Litchfield School District: School Nurse Evaluation Criteria

### DOMAIN 1: PLANNING AND PREPARATION

| <b>CRITERION 1a: DEMONSTRATING MEDICAL KNOWLEDGE AND SKILL IN NURSING TECHNIQUES</b>   |   |  |  |
|--|---|--|--|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Nurse demonstrates little medical knowledge and nursing techniques.  | Nurse demonstrates basic medical knowledge and nursing techniques.  | Nurse demonstrates a working knowledge of medical information and nursing techniques.  | Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques.  |
| <b>CRITERION 1b: DEMONSTRATING KNOWLEDGE OF CHILD AND ADOLESCENT DEVELOPMENT</b>   |   |  |  |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Nurse displays little or no knowledge of child and adolescent development.   | Nurse displays partial knowledge of child and adolescent development.   | Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.                                  | Nurse displays accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns; nurse displays knowledge of the extent to which individual students follow the general patterns. |
| <b>CRITERION 1c: ESTABLISHING GOALS FOR THE NURSING PROGRAM APPROPRIATE TO THE SETTING AND THE STUDENTS SERVED</b>                         |   |  |  |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Nurse has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students.            | Nurse's goals for the nursing program are rudimentary and are partially suitable to the situation and the age of the students.  | Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students.   | Nurse's goals for the nursing 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>CRITERION 1d: DEMONSTRATING KNOWLEDGE OF GOVERNMENT, COMMUNITY AND DISTRICT REGULATIONS AND RESOURCES</b>                               |   |  |  |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district. | Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly. | Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school. | Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.  |

| <b>CRITERION 1e: PLANNING THE NURSING PROGRAM FOR BOTH INDIVIDUAL STUDENTS AND GROUPS OF STUDENTS, INTEGRATED WITH THE REGULAR SCHOOL PROGRAM</b> |   |  |  |
|---|---|--|--|
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure.                               | Nurse's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | Nurse has developed a plan that includes the important aspects of work in the setting.   | Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.        |
| <b>CRITERION 1f: DEVELOPING A PLAN TO EVALUATE THE SCHOOL NURSING PROGRAM</b>   |   |  |  |
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Nurse has no plan to evaluate the program or resists suggestions that such an evaluation is important.  | Nurse has a rudimentary plan to evaluate the nursing program.   | Nurse'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. | Nurse'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: THE ENVIRONMENT

| <b>CRITERION 2a: CREATING AN ENVIRONMENT OF RESPECT RAPPORT</b>  |   |   |  |
|--|---|---|--|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>  |
| Nurse's interactions with at least some students are negative or inappropriate.  | Nurse's interactions with students are a mix of positive and negative.  | Nurse's interactions with students are positive and respectful.         | Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship.                            |
| <b>CRITERION 2b: ESTABLISHING A CULTURE FOR HEALTH AND WELLNESS</b>  |   |   |  |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>  |
| Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers. | Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful. | Nurse promotes a culture throughout the school for health and wellness. | The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students. |

| <b>CRITERION 2c: FOLLOWING HEALTH PROTOCOLS AND PROCEDURES</b>  |   |  |  |
|---|---|--|--|
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Nurse's procedures for the nursing office are nonexistent or in disarray.   | Nurse has rudimentary and partially successful procedures for the nursing office.   | Nurse's procedures for the nursing office work effectively.  | Nurse's procedures for the nursing office are seamless, anticipating unexpected situations.  |
| <b>CRITERION 2d: SUPERVISING HEALTH ASSOCIATES *</b>  |   |  |  |
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| No guidelines for delegated duties have been established, or the guidelines are unclear. Nurse does not monitor associates' activities. | Nurse's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors associates' activities sporadically.            | Nurse has established guidelines for delegated duties and monitors associates' activities.   | Associates work independently, indicating clear guidelines for their work. Nurse's supervision is subtle and professional.                       |
| <b>CRITERION 2E: ORGANIZING PHYSICAL SPACE</b>  |   |  |  |
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored.                       | Nurse's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find. | Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized. | Nurse's office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized. |

### DOMAIN 3: DELIVERY OF SERVICE

| <b>CRITERION 3a: ASSESSING STUDENT NEEDS</b>  |  |   |   |
|---|--|---|---|
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>   |
| Nurse does not assess student needs, or the assessments result in inaccurate conclusions. | Nurse's assessments of student needs are perfunctory.  | Nurse assesses student needs and knows the range of student needs in the school.  | Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.   |
| <b>CRITERION 3b: ADMINISTERING MEDICATION TO STUDENTS</b>                                 |  |   |   |
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>   |
| Medications are administered with no regard to state or district policies.                | Medications are administered by designated individuals, but signed release forms are not conveniently stored | Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed. | Nurse ensures medication administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance. |



| <b>CRITERION 3C: PROMOTING WELLNESS THROUGH CLASSES OR CLASSROOM VISITS*</b>  |  |  |  |
|---|--|--|--|
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Nurse's work with students fails to promote wellness  | Nurse's efforts to promote wellness through classroom presentations are partially effective.                               | Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle. | Nurse's classroom presentations for wellness are effective, and encourages students to assume an active role in the school in promoting a healthy lifestyle.                 |
| <b>CRITERION 3D: MANAGING EMERGENCY SITUATIONS</b>  |  |  |  |
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Nurse has no contingency plans for emergency situations.  | Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.    | Nurse's plans for emergency situations have been developed for many situations.  | The master nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies. |
| <b>CRITERION 3e: DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS</b>   |  |  |  |
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Nurse adheres to the plan or program, in spite of evidence of its inadequacy.   | Nurse makes modest changes in the nursing program when confronted with evidence of the need for change.                    | Nurse makes revisions in the nursing program when they are needed.   | Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, or teacher input.                               |
| <b>CRITERION 3f: COLLABORATING WITH TEACHERS TO DEVELOP SPECIALIZED EDUCATIONAL PROGRAMS AND SERVICES FOR STUDENTS WITH DIVERSE MEDICAL NEEDS</b> |  |  |  |
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Nurse declines to collaborate with classroom teachers to develop specialized educational programs.  | Nurse collaborates with classroom teachers in developing instructional lessons and units when specifically asked to do so. | Nurse initiates collaboration with classroom teachers in developing instructional lessons and units.                               | Nurse initiates collaboration with classroom teachers in developing instructional lessons and units, locating additional resources from outside the school.                  |

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

| <b>CRITERION 4a: REFLECTING ON PRACTICE</b>  |  |   |   |
|--|--|---|---|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>   |
| <p>Nurse does not reflect on practice, or the reflections are inaccurate or self-serving.</p> <p>There is little or no evidence that professional learning has improved student performance.</p> | <p>Nurse's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.</p> <p>There is limited evidence that professional learning has improved student performance.</p> | <p>Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved.</p> <p>There is evidence that professional learning has improved student performance.</p> | <p>Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.</p> <p>There is evidence that professional learning has had significant impact on student performance.</p> |
| <b>CRITERION 4b: MAINTAINING HEALTH RECORDS IN ACCORDANCE WITH POLICY AND SUBMITTING REPORTS IN A TIMELY FASHION</b>   |  |   |   |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>   |
| <p>Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.</p>   | <p>Nurse's reports, records, and documentation are generally accurate, but are occasionally late.</p>  | <p>Nurse's reports, records, and documentation are accurate and are submitted in a timely manner.</p>   | <p>Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.</p>  |
| <b>CRITERION 4c: COMMUNICATING WITH FAMILIES</b>   |  |   |   |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>   |
| <p>Nurse provides no information to families, either about the nursing program as a whole or about individual students; relationships with families are frequently negative.</p>                 | <p>Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students; maintains cordial relationships with families.</p>   | <p>Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students; maintains positive and productive relationships with families.</p>  | <p>Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means; maintains excellent rapport with families.</p>   |

| <b>CRITERION 4d: PARTICIPATING IN A PROFESSIONAL COMMUNITY</b>   |  |   |  |
|--|--|---|--|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>  |
| Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district events and projects.        | Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so. | Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.                             | Nurse makes a substantial contribution to school and district events and projects and assumes leadership role with colleagues.   |
| <b>CRITERION 4e: ENGAGING IN PROFESSIONAL DEVELOPMENT</b>  |  |   |  |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>  |
| Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills. | Nurse's participation in professional development activities is limited to those that are convenient or are required.                                      | Nurse takes initiative for professional development based on an individual assessment of need.  | Nurse actively pursues professional development opportunities; makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| <b>CRITERION 4f: SHOWING PROFESSIONALISM</b>   |  |   |  |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>  |
| Nurse displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.                           | Nurse is honest in interactions with colleagues, students, and the public; does not violate confidentiality.   | Nurse displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed. | Nurse can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.       |

# Litchfield School District: Therapeutic Specialist Evaluation Criteria

## DOMAIN 1: PLANNING AND PREPARATION

| <b>CRITERION 1a: DEMONSTRATING KNOWLEDGE AND SKILL IN THE SPECIALIST THERAPY; HOLDING THE RELEVANT CERTIFICATE OR LICENSE</b>                   |   |   |  |
|---|---|---|--|
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>  |
| Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.               | Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.                                | Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.   | Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.   |
| <b>CRITERION 1b: ESTABLISHING GOALS FOR THE THERAPY PROGRAM APPROPRIATE TO THE SETTING AND THE STUDENTS SERVED</b>                              |   |   |  |
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>  |
| Specialist has no clear goals for the individual student's plans, or they are inappropriate to either the situation or the age of the students. | Specialist's goals for the individual students' plans are rudimentary and are partially suitable to the situation and to the age of the students. | Specialist's goals for the individual students' plans are clear and appropriate to the situation in the school and to the age of the students.                          | Specialist's goals for the individual students' plans are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers. |
| <b>CRITERION 1c: DEMONSTRATING KNOWLEDGE OF DISTRICT, STATE, AND FEDERAL REGULATIONS AND GUIDELINES</b>   |   |   |  |
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>  |
| Specialist demonstrates little or no knowledge of special education laws and procedures.  | Specialist demonstrates basic knowledge of special education laws and procedures.   | Specialist demonstrates thorough knowledge of special education laws and procedures.  | Specialist's knowledge of special education laws and procedures is extensive. Specialist takes a leadership role in reviewing and revising district policies.  |
| <b>CRITERION 1d: DEMONSTRATING KNOWLEDGE OF RESOURCES, BOTH WITHIN AND BEYOND THE SCHOOL AND DISTRICT</b>                                       |   |   |  |
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>  |
| Specialist demonstrates little or no knowledge of resources for students available through the school or district.                              | Specialist demonstrates basic knowledge of resources for students available through the school or district.                                       | Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district. | Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.  |

| <b>CRITERION 1e: PLANNING THE THERAPY PROGRAM, INTEGRATED WITH THE OVERALL SCHOOL PROGRAM, TO MEET THE NEEDS OF INDIVIDUAL STUDENTS</b> |  |   |   |
|---|--|---|---|
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>   |
| Individual and/or group therapy consists of a random collection of unrelated activities, lacking coherence or an overall structure.     | Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | Specialist has developed a plan that includes the important aspects of work in the related setting.   | Specialist's plans for individual and group therapy are highly coherent and preventive and serves to support students individually, within the broader educational program. |
| <b>CRITERION 1f: DEVELOPING A PLAN TO EVALUATE THE THERAPY PROGRAM</b>  |  |   |   |
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>  | <b>Level 4: Distinguished</b>   |
| Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.                             | Specialist has a rudimentary plan to evaluate the therapy program as it relates to student progress in the related service component.        | Specialist's plan to evaluate the program is organized around clear goals for individual and group activities and the collection of evidence to indicate the degree to which the goals have been met. | Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.               |

## DOMAIN 2: THE ENVIRONMENT

| <b>CRITERION 2a: ESTABLISHING RAPPORT WITH STUDENTS</b>   |   |  |  |
|---|---|--|--|
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment location.                   | Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.  | Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment location.  | Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.   |
| <b>CRITERION 2b: ORGANIZING TIME EFFECTIVELY</b>  |   |  |  |
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.                                | Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.   | Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.   | Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand the schedule for related services.                            |
| <b>CRITERION 2c: ESTABLISHING AND MAINTAINING CLEAR PROCEDURES FOR REFERRALS</b>  |   |  |  |
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| No procedures for referrals have been established; when teachers want to refer a student for special services they are unsure how to do it.                   | Specialist has established procedures for referrals, but the details are not always clear.  | Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.   | Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.   |
| <b>CRITERION 2d: ESTABLISHING STANDARDS OF CONDUCT IN THE TREATMENT CENTER</b>  |   |  |  |
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or therapy sessions. | Standards of conduct appear to have been established for the testing and therapy sessions. Specialist's attempts to monitor and correct negative student behavior during evaluation and therapy are partially successful. | Standards of conduct have been established for the testing and therapy sessions. Specialist monitors student behavior against those standards; response to students is appropriate and respectful. | Standards of conduct have been established for the testing and therapy sessions. The specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior. |

| <b>CRITERION 2e: ORGANIZING PHYSICAL SPACE FOR TESTING OF STUDENTS AND PROVIDING THERAPY</b>                                  |   |  |   |
|---|---|--|---|
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| The testing and therapy location is disorganized and poorly suited to working with students. Materials are usually available. | The testing and therapy location is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed. | The testing and therapy location is well organized; materials are available when needed. | The testing and therapy location is highly organized and is inviting to students. Materials are convenient when needed. |

### **DOMAIN 3: DELIVERY OF SERVICE**

| <b>CRITERION 3a: RESPONDING TO REFERRALS AND EVALUATING STUDENT NEEDS</b>  |   |  |  |
|--|---|--|--|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Specialist fails to respond to referrals in accordance with state and federal law or makes hasty assessments of student needs.   | Specialist responds to referrals in accordance with state and federal law when pressed and makes adequate assessments of student needs.   | Specialist responds to referrals in accordance with state and federal law and makes thorough assessments of student needs.   | Specialist is proactive in responding to referrals in accordance with state and federal law and makes highly competent assessments of student needs.   |
| <b>CRITERION 3b: DEVELOPING AND IMPLEMENTING TREATMENT PLANS TO MAXIMIZE STUDENTS' SUCCESS</b>   |   |  |  |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Specialist fails to develop goals and objectives suitable for students, or plans are mismatched with the findings of assessments.<br><br>There is evidence that professional learning improved student learning. | Specialist's goals and objectives for students are partially suitable for them or sporadically aligned with identified needs.<br><br>There is little to no evidence that professional learning improved student learning. | Specialist's goals and objectives for students are suitable for them and are aligned with identified needs.<br><br>There is evidence that professional learning improved student learning. | Specialist develops comprehensive goals and objectives for students, finding ways to creatively meet student needs.<br><br>There is evidence that professional learning significantly improved student learning. |
| <b>CRITERION 3c: COMMUNICATING WITH FAMILIES</b>   |   |  |  |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>  |
| Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.  | Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.   | Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.                              | Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.     |

| <b>CRITERION 3d: COLLECTING INFORMATION; WRITING REPORTS</b>   |  |  |   |
|--|--|--|---|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| Specialist neglects to collect important information on which to base students' goals and objectives; reports are inaccurate or not appropriate to the audience. | Specialist collects most of the important information on which to base students' goals and objectives; reports are accurate but lacking in clarity and not always appropriate to the audience. | Specialist collects all the important information on which to base students' goals and objectives; reports are accurate, professional and appropriate to the audience. | Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and professionally written and are tailored for the audience. |
| <b>CRITERION 3e: DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS</b>  |  |  |   |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| Specialist adheres to the students' plans or program, in spite of evidence of its inadequacy.  | Specialist makes modest changes in the students' plans when confronted with evidence of the need for change.   | Specialist makes revisions in the students' plans when they are needed.  | Specialist is continually seeking ways to improve the students' plans and makes changes as needed based upon students' needs, evaluations, or IEP team input.                                   |



## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

| <b>CRITERION 4a: REFLECTING ON PRACTICE</b>  |   |  |   |
|--|---|--|---|
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.  | Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. | Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved. | Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.   |
| <b>CRITERION 4b: COLLABORATING WITH TEACHERS AND ADMINISTRATORS</b>  |   |  |   |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| Specialist is not available to staff for questions and planning and declines to provide background material when requested.  | Specialist is available to staff for questions and planning and provides background material when requested.  | Specialist initiates contact with teachers and administrators to confer regarding individual cases.  | Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.   |
| <b>CRITERION 4c: MAINTAINING AN EFFECTIVE DATA-MANAGEMENT SYSTEM</b>   |   |  |   |
| <b>Level 1: Unsatisfactory</b>   | <b>Level 2: Basic</b>   | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust goals and objectives when needed. | Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust goals and objectives when needed.          | Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust goals and objectives when needed.   | Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust goals and objectives when needed. Specialist uses the system to communicate with teachers and parents. |

| <b>CRITERION 4d: PARTICIPATING IN A PROFESSIONAL COMMUNITY</b>  |  |  |   |
|---|--|--|---|
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.                                     | Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.   | Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.   | Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.   |
| <b>CRITERION 4e: ENGAGING IN PROFESSIONAL DEVELOPMENT</b>   |  |  |   |
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.   | Specialist's participation in professional development activities is limited to those that are convenient or are required.   | Specialist seeks out opportunities for professional development based on an individual assessment of need.   | Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.  |
| <b>CRITERION 4f: SHOWING PROFESSIONALISM, INCLUDING INTEGRITY, ADVOCACY, AND MAINTAINING CONFIDENTIALITY</b>  |  |  |   |
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.  | Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.                                    | Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.  | Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.   |
| <b>CRITERION 4g: SUPERVISING THERAPEUTIC ASSISTANTS</b>   |  |  |   |
| <b>Level 1: Unsatisfactory</b>  | <b>Level 2: Basic</b>  | <b>Level 3: Proficient</b>   | <b>Level 4: Distinguished</b>   |
| Ineffectively observes and monitors work of therapeutic assistants. Provides little or no feedback for the purposes of supervision. Provides little or no training to therapeutic assistants. | Occasionally observes and monitors work of therapeutic assistants. Provides minimal feedback to administration for supervision. Provides limited training to therapeutic and may not be well aligned to needs. | Consistently observes and monitors work of therapeutic assistants. Works collaboratively with administrators to provide supervision to assistants. Provides training related to therapeutic techniques as appropriate. | Consistently promotes development of treatment and documentation skills among assistant. Provides guidance in selecting PD opportunities. Gathers documentation from all stakeholders for evaluation process. Provides training related to therapeutic techniques as appropriate. |