

# Evaluation System Rochester School Department 2013



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## EVALUATION AND PROFESSIONAL DEVELOPMENT SYSTEM POSITION STATEMENT

### Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a teacher's job performance:
  - A. Planning and Preparation for Learning
  - B. Classroom Management
  - C. Delivery of Instruction
  - D. Monitoring, Assessment, and Follow-Up
  - E. Family and Community Outreach
  - F. Professional Responsibilities

The rubrics use a four-level rating scale with the following labels:

Highly Effective  
Effective  
Improvement Necessary  
Does Not Meet Standards

The rubrics are designed to give teachers an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance on how to improve. They are not checklists for classroom visits. To knowledgeably fill out the rubrics, supervisors need to have been in classrooms frequently throughout the year. It is irresponsible to fill out the rubrics based on one classroom observation. Unannounced mini-observations every 2-3 weeks followed by face-to-face conversations are the best way for supervisors to have an accurate sense of teachers' performance, give ongoing praise and suggestions, and listen to concerns.

- The *Highly Effective* level is reserved for truly outstanding teaching that meets very demanding criteria; there will be relatively few ratings at this level
- The *Effective* level describes solid, expected professional performance; teachers should feel good about scoring at this level.
- *Improvement Necessary* indicates that performance has real deficiencies; no teacher should be content to remain at this level (although some novices might begin here).
- Performance at the *Does Not Meet Standards* level is clearly unacceptable and should lead to dismissal if it is not improved immediately.

When rating, take each of the criteria, read across the four levels (Highly Effective, Effective, Improvement Necessary, and Does Not Meet Standards), find the level that best describes the teacher's performance and circle or highlight that cell. This creates a clear graphic display of areas for commendation and areas that need work. Then give an overall rating for that domain at the bottom of the page and make brief comments in the space provided. When all rubrics have been rated, record the ratings on the summary sheet.

Evaluation conferences are greatly enhanced if the supervisor and teacher fill out the rubrics in advance, then meet and compare ratings one page at a time. The supervisor has the final say, of course, but the discussion should aim for consensus based on actual evidence of the more accurate rating for each criterion. Supervisors should go into the evaluation process with humility since they can't know everything about a teacher's instructional activities, collegial interactions, parent outreach, and professional growth. Similarly, teachers should be open to feedback from someone with an outside perspective.

Some supervisors sugar-coat feedback and give inflated ratings to keep the peace and avoid hurting feelings. This does not help teachers improve. The kindest thing a supervisor can do for an underperforming teacher is give candid, evidence based feedback, listen to the teacher's concerns, and provide robust follow-up support.

### Phases of Evaluation System

The evaluation system differentiates among staff members. Phase I employees are in their first three years with the District. Phase II employees are more than three years and they meet the standards for effective teaching. Phase III employees include anyone placed in to the Awareness or Assistance Phase of the evaluation process.

<p align="center"><b>PHASE I</b>  <b>Teachers in the first three years</b>  <b>in the District</b></p>	<p align="center"><b>PHASE II</b>  <b>Teachers in the District more</b>  <b>than three years</b></p>	<p align="center"><b>PHASE III</b>  <b>Phase II Teachers in need of</b>  <b>support (Awareness and</b>  <b>Assistance Phase)</b></p>
<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>• Teachers with less than three years of teaching experience in the District</li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>• To ensure that Standards for Effective Teaching are understood, accepted and demonstrated</li> <li>• To provide support in implementing standards</li> <li>• To provide accountability for the decision to continue employment</li> </ul> <p><b>What:</b></p> <ul style="list-style-type: none"> <li>• Induction Program</li> <li>• Mentoring</li> <li>• Observations</li> <li>• Reflection</li> <li>• Summative Evaluation two times per year</li> </ul> <p><b>Method:</b></p> <ul style="list-style-type: none"> <li>• Classroom observation with feedback</li> <li>• 8 mini-observations throughout the year</li> <li>• Ongoing informal discussion of teacher performance</li> <li>• Discussion of Professional Practices</li> <li>• Ongoing professional development</li> <li>• A twice yearly meeting to complete a summative evaluation, supervisor and employee bring completed rubrics to the meeting</li> <li>• A Final Evaluation documents are completed and submitted to the Personnel folder</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>• Teachers who have consistently demonstrated effective teaching practices</li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>• To enhance professional growth</li> <li>• To improve student achievement</li> <li>• To provide feedback on professional issues</li> <li>• To focus on school improvement initiatives</li> </ul> <p><b>What:</b></p> <ul style="list-style-type: none"> <li>• Informal observations to assess standards</li> <li>• 8 mini-observations throughout the year</li> <li>• Summative Evaluation every year</li> </ul> <p><b>Method:</b></p> <ul style="list-style-type: none"> <li>• Ongoing informal discussion of teacher performance</li> <li>• 6 mini-observations throughout the year</li> <li>• A yearly meeting to complete a summative evaluation, supervisor and employee bring completed rubrics to the meeting</li> <li>• A Final Evaluation document is completed and submitted to the Personnel folder</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>• Teacher in need of specific professional guidance in standards or has not met the standards for effective teaching</li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>• To give Phase II teachers the opportunity to seek assistance in standards</li> <li>• To provide a more structured process for a Phase II teacher who may benefit from more support</li> <li>• To provide the due process for disciplinary action</li> </ul> <p><b>What:</b></p> <ul style="list-style-type: none"> <li>• Observations and mini-observations</li> <li>• Awareness Phase</li> <li>• Assistance Phase</li> </ul> <p><b>Method:</b></p> <ul style="list-style-type: none"> <li>• Classroom observation with feedback</li> <li>• Discussion of Professional Practices</li> <li>• Awareness Phase</li> <li>• Assistance Phase</li> <li>• Summative Evaluation Form</li> </ul>

## **Standards of Effective Teaching**

These are the standards upon which each professional staff member will be continuously evaluated.

Due to the variety of professional roles and functions, it is understood that other descriptions may be defined for specific positions after collaboration between the parties involved.

- A. Planning and Preparation for Learning**
- B. Classroom Management**
- C. Delivery of Instruction**
- D. Monitoring, Assessment, and Follow-Up**
- E. Family and Community Outreach**
- F. Professional Responsibilities**

The rubrics use a four-level rating scale with the following labels:

- Highly Effective
- Effective
- Improvement Necessary
- Does Not Meet Standards

## **Mini-Observations:**

### ***Frequent Sampling and Coaching***

- Short visits to fit into very busy days
- Unannounced to see what kids are experiencing daily
- Lots of them to sample all aspects of teaching and blend in
- Prompt, thoughtful feedback to each teacher
- Early intervention with ineffective teachers, guaranteed follow-up
- Informal to maximize adult learning, provides formative feedback
- Systematic cycling through the whole staff
- Integrated with curriculum planning and student learning

### ***The Theory of Action***

- Principals shall explain mini-observations to teachers...
- Have a clear, shared sense of **what to look for** ...
- Stay long enough in classrooms ...
- Make enough visits to get a representative picture ...
- Capture and remember key insights
- Give feedback in a way teachers can hear and accept
- Step up with criticism when necessary
- Follow up when mediocre teaching isn't improving
- Shift gears with unsatisfactory teaching
- Integrate mini-observations with curriculum, resulting in professional development recommendations
- Then teaching and learning improve significantly.

### ***What Very Effective Principals Look For:***

- Student engagement
- Learning and understanding
- Participation
- Thinking, talking and making sense
- The rigor and cognitive complexity of the work
- Asking students "what are you working on?"
- Listening in on pair and share
- Climate, tone and atmosphere
- Effective teaching, clarity, modeling, explaining, modeling, listening, checking for understanding

**Mini-Observation Schedule:**

***First Year Teachers***

- One Mini-observation in September, October, November and at least one more in those three months for a total of 4 by December 1<sup>st</sup>.
- Summative Evaluation in December
- One Mini-observation in December, January, February and March and at least one more in those three months.
- Summative Evaluation by March 1<sup>st</sup>, with a recommendation for renewal by March 15<sup>th</sup>.

***Second and Third Year Teachers***

- Four Mini-observations by December 1st, with a Summative Evaluation completed in December
- Four Mini-observations between December 1<sup>st</sup> and March 15<sup>th</sup>, with a Summative Evaluation completed by March 15<sup>th</sup>.

***Teachers in the District for More than Three Years Will Follow the Plan Below During Their Recertification Year***

- 3 mini-observations by December 1<sup>st</sup>, 3 mini-observations from December 1<sup>st</sup> to May 1st
- Summative Evaluations completed in May
- Highly Effective and Effective rate teachers will have a summative evaluation on their recertification year
- A teacher rated needs improvement necessary, overall, will be on a Phase III Assistance Plan.
- A teacher rated needs improvement in one domain, will have six mini-observations the next year focused on the area needing improvement.
- A teacher with an overall rating of does not meet standard will most likely be recommended for non-renewal or termination.
- Teachers on a three year summative evaluation cycle will still have two mini-observations completed during the two off cycle years.

<b>Years of Service</b>	<b>Mini-observations</b>	<b>Summative Evaluations</b>	<b>Comments</b>
1 <sup>st</sup> Year	8 total	December and March	
2 <sup>nd</sup> and 3 <sup>rd</sup> Year	8 total	December and March	
Beyond 3 years	6 total	May	On Certification Cycle
Rated Needs Improvement Overall	6 Total	May Summative	Phase III Awareness
Rated Needs Improvement in One Area	6 total	May Summative is Optional	Mini-Observations Focused on Areas of Improvement
Teachers in Year One and Two of Their Certification	2 total	No Summative Required	Summative Not Required in Off Years

**SUGGESTED PRACTICES TO LOOK FOR IN TEACHER OBSERVATIONS:**

**SEPTEMBER**

- Classroom environment
- Rules and procedures
- Evidence of best practices

**OCTOBER**

- Personal relationship building
- Maintaining student attention
- Evidence of best practices

**NOVEMBER**

- Use of Technology
- Student engagement
- Evidence of activities using Depth of Knowledge beyond level two

**DECEMBER**

- Class climate
- Student learning and understanding
- Evidence of best practices

**JANUARY**

- Personal relationship building
- Use of technology
- Effective teaching practices

**FEBRUARY**

- Maintaining student attention
- Evidence of activities using Depth of Knowledge beyond level two
- Use of technology

**MARCH**

- Personal relationship building
- Learning and understanding
- Evidence of best practices

**APRIL**

- Student engagement
- Evidence of activities using Depth of Knowledge beyond level two
- Effective teaching practices

**MAY**

- Maintaining student attention
- Classroom environment
- Evidence of best practices

**JUNE**

- Use of Technology
- Student learning and understanding
- Evidence of activities using Depth of Knowledge beyond level two

**Evidence of best practices** include, but are not limited to the following: posting student competencies and lesson objectives, classroom social goals, chunking instructional time, formative assessment, regular interaction with student, meeting individual student needs, differentiated instruction, graphic organizers, cooperative learning, generating hypotheses, performance based assessment, higher level questioning skills, highlighting similarities/differences, cues and questions, homework information, transitions.

The form below would be used as part of the mini-observation process. When a mini-observation is finished, the evaluator will meet face to face with the teacher. After this mini-conference, five minutes or less, the form will be provided either via email or in hard copy to the employee. The forms will be used in the summative evaluation conference.

### REFLECTIONS OF OBSERVATION

What is going well:	Topics for Discussion:
Next steps for growth:	Clarifying Comments:

***What very effective Principal’s look for:***

- Classroom Environment, Climate, tone and atmosphere
- Maintaining student engagement, participation
- Effective teaching: clarity, modeling, explaining, listening, checking for understanding
- Learning and understanding
- Thinking, talking and making sense
- Rigor and cognitive complexity of the work
- Use of Technology
- Evidence of best instructional practices

## TEACHER

### A. Planning and Preparation for Learning

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standard</b>
1a. Subject Matter	Is expert in the subject area	Knows the subject matter well	Is somewhat familiar with the subject matter	Has little familiarity with the subject matter
1b. How Students Learn	Up to date on authoritative research on child development and how children learn	Has a good grasp on child development and how children learn	Is somewhat familiar on child development and how children learn	Has little familiarity on child development and how children learn
b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and assessments.	Plans the year so students will meet high standards and be ready for assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans all units using competencies, performance indicators, and depth of knowledge levels.	Plans most units using competencies, performance indicators, and depth of knowledge levels.	Plans lessons with some thoughts to larger goals and objectives and higher-order thinking skills.	Teaching on an ad hoc basis with little or now consideration for long-range curriculum goals.
d. Assessments	Plans formative and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts assessments as instruction proceeds.	Writes final assessments shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has some idea about one or two ways students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson closely aligned with the competencies.	Designs lessons focused on competencies.	Plans lessons with some consideration of competencies.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement	Highly relevant lessons that will motivate all students and engage them in active learning.	Lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.

**A. Planning & Preparation for Learning - Teacher cont.**

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standard</b>
h. Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
j. Environment	Uses room arrangement, materials and displays to maximize student learning of material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture, materials to support unit and lesson goals, with only a few decorative displays.	Has a conventional furniture, hard-to-access materials and few wall displays.

## B. Classroom Management - Teacher

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standard</b>
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with ad hoc rules and punishments as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Wins most students' respect and creates a climate in which disruption of learning is unacceptable.	Commands respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-Emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad "students.	Publicly berates "bad "students, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them consistently.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Gets most students to be self-disciplined, take responsibility for their actions, and have a strong sense of confidence in their competence.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.

**B. Classroom Management – Teacher, cont.**

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standard</b>
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
h. Efficiency	Skillfully uses coherence, momentum, and transitions so that every minute of classroom time produces learning.	Maximizes academic learning through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions and ragged transitions.
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.

### C. Delivery of Instruction

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
a. Expectations	Exudes high expectations and determination and convinces most students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively inculcates a growth "mindset: take risks, learns from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Hooks most students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in confusing way, using language that is inappropriate.

**C. Delivery of Instruction - cont.**

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
f. Repertoire	Orchestrates highly effective strategies, materials and groupings to involve and motivate students.	Orchestrates effective strategies, materials and groupings to foster student learning.	Use a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets most students highly involved in focused work in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches all students by skillfully differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
i. Flexibility	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Application	Consistently has students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

### D. Monitoring, Assessment, and Follow-Up - Teacher

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
a. Criteria	Posts and reviews clear criteria for proficient work, including rubrics and exemplars, and all students internalize them.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a cursory diagnosis of student knowledge before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods (Is everyone with me?") to check for understanding. "
d. Self-Assessment	Has student set ambitious goals, continuously self-assess, and take responsibility for improving performance	Has students set goals, self assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Formative	Works with colleagues to use formative assessment data, fine-tune teaching, re-teach, and help struggling students.	Uses data from formative assessments to adjust teaching, re-teach, and follow up with failing students.	Looks over students' tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
f. Tenacity	Follows up with struggling students with personal attention so they all have the opportunity to reach competency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail test, that's it; the class has to move on to cover the curriculum.

**D. Monitoring, Assessment, and Follow-Up - Teacher, cont.**

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
g. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services expeditiously.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
h. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
i. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

## E. Family and Community Outreach

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
a. Expectations	Respectfully communicates with parents clear, user-friendly learning and behavior expectations and exemplars of competencies.	Gives parents clear expectations for student learning and behavior for the class.	Sends home a list of classroom rules and the syllabus for the class.	Doesn't inform parents about learning and behavior expectations.
b. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
c. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
d. Reporting	Uses conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.

## F. Professional Responsibilities

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
a. Attendance this category should not be rated in terms of long term approved absences.	Has perfect or near-perfect attendance.	Has very good attendance.	Has moderate absences, ten to fourteen sick days per year over more than one year. Without extenuating circumstances.	Has moderate absences; ten to fourteen sick days per year over more than one year. Without extenuating circumstances. The absences show a pattern of abuse over one or more years.
b. Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
c. Reliability	Carries out assignments and duties conscientiously, and punctually, keeps meticulous records and is never late.	Is punctual and reliable with paperwork, duties and assignments: keeps accurate records and is seldom late.	Occasionally skips assignments, is late, makes errors in records and misses paperwork and deadlines.	Frequently skips assignments, is late, makes errors in records and misses paperwork deadlines
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment and respects confidentiality.	Is invariably ethical, honest, and forthright, uses good judgment and respects confidentiality.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.

**Professional Responsibilities cont...**

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
f. Above-and-beyond	Is an important member of teacher teams and committees and frequently volunteers for after-school activities.	Shares responsibility for grade-level and school wide activities and takes part in after-school activities.	When asked, will serve on a committee and attend an after-school activity.	Declines invitations to serve on committees and attend after-school activities.
g. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
h. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
i. Collaboration	Meets frequently with colleagues to plan units, share ideas, analyze data and assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversation lack educational substance.
j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

## **PHASES OF THE EVALUATION SYSTEM**

### **Phase I:**

#### **The Beginning Professional**

All professional staff in the Rochester School District will be involved in the Beginning Professional Program during the first three years of employment. Exceptions may be made by the principal and the administrative team who may choose to place qualified New Hampshire continuing contract staff into the Professional Growth Program (**Phase 2**) after the second year.

#### **Purposes:**

- To provide training and support for staff new to the district
- To instill the value of professional development and personal growth
- To provide information to new staff concerning district programs, procedures and policies
- To collect reliable information for making employment decisions

#### **Procedures:**

This appraisal cycle consists of various observations, both formal and informal, as appropriate to various staff roles and responsibilities. The purpose of these observations is to provide a comprehensive portrait of the professional. The beginning professional is required to actively participate in this process, analysis, and reflective process. The strategies include the following:

- Classroom Observation with feedback
- Discussion of Professional Practices
- Mentor Support
- Summative Evaluation Form
- Ongoing Professional Development

#### **Observations:**

- Classroom Observation with feedback

The evaluator or other administrators will conduct at least five mini-observations of the beginning professional, before the December 1<sup>st</sup> summative evaluation, and at least five more before the March 1<sup>st</sup> summative evaluation.

- Mini-Observations
  - Informal observations and other documented sources may be used as part of the summative evaluation process and post observation summary.
  - Mini-observations require at least a ten minute observation. The evaluator shall meet face to face as soon as possible, then follow up with the reflections of observation form as soon as possible.
  - Mini-observations would not include checklists or long written observations.

- Mentor Support

Mentees are expected to:

- Attend orientation meetings with other mentors and mentees
  - Attend four meetings with other mentors and mentees
  - Help the mentor plan several visits to my classroom
  - Make arrangements to visit mentor's classroom
  - Take advantage of professional development opportunities
  - Keep a log of all meetings, visitations
  - Meet regularly with mentor
- Summative Evaluation
    - A mid-year and end of year summative evaluation is required. Mid-year summative evaluations will need to be completed by December 1<sup>st</sup> and a second summative evaluation by March 1<sup>st</sup>
    - When rating, take each of the ten criteria, read across the four levels (Highly Effective, Effective, Improvement Necessary, and Does Not Meet Standards), find the level that best describes the teacher's performance and circle or highlight that cell.
    - This creates a clear graphic display of areas for commendation and areas that need work. Then give an overall rating for that domain at the bottom of the page and make brief comments in the space provided.
    - When all ratings have been completed, record the ratings on the summative evaluation form.
    - Evaluation conferences are greatly enhanced if the supervisor and teacher fill out the rubrics in advance, then meet and compare ratings one page at a time.
    - The supervisor has the final say, of course, but the discussion should aim for consensus based on actual evidence of the more accurate rating for each criterion.
    - Supervisors should go into the evaluation process with humility since they can't know everything about a teacher's instructional activities, collegial interactions, parent outreach, and professional growth.

- Similarly, teachers should be open to feedback from someone with an outside perspective.
  - Some supervisors sugar coat feedback and give inflated ratings to keep the peace and avoid hurting feelings. This does not help teachers improve. The kindest thing a supervisor can do for an underperforming teacher is give candid, evidence based feedback, listen to the teacher's concerns, and provide robust follow-up support.
  - Both formal and informal information, including mini-observations are used to complete the summative evaluation report.
  - The purpose of the summative conference is to review collaboratively the summative evaluation report and to document competence in the Standards for Effective Teaching.
  - All information collected during Phase 1 may be used in contract decisions.
- Induction Courses
    - An Induction Course is offered through the Superintendent's Office and is held at a district facility. The Induction Course provides support for professional growth and helps develop an understanding of the complexities of the job responsibilities of the entire professional staff.
  - Ongoing Professional Development

NH Department of Education Regulations and Rochester Professional Development Master Plan establish minimum professional education requirements for individuals who hold active teaching, administrative and educational specialist certificates. These educators must complete, every three years, 75 hours of continuing professional development activities. Professional development activities should be tied to district and school goals, or recommendations from the evaluation process.

**Mid-Year Hires:**

A Professional hired after December 1<sup>st</sup> of each year shall have at least five mini-observations, and one summative evaluation before nomination for the next school year. The number and timing of observations and evaluations for a teacher hired close to December 1<sup>st</sup> shall be decided on a case-by-case basis.

## **Phase I:**

### **Year Two and Three**

The second and third year of Phase I are exactly the same in terms of evaluation.

The induction course is not usually open to second year teachers, but is open to mid-year hires.

A Mentor Program – During the second year of employment, a mentor may be assigned to the employee at the discretion of the building principal, the request of the employee, or by mutual request.

## **Phase II: Teacher**

### **Purpose:**

To support the SAU #54 learning community, this professional evaluation system places Continuing Contract Professionals in Phase II, the purpose of which is to foster continuous improvement of professional practice which leads to professional growth, collegial collaboration, and improved student learning.

In New Hampshire, certificated educators are required to develop professional development plans based on professional needs and recommendations from evaluation process. Professional development activities should be tied to district and school goals or recommendations from the evaluation process.

The Principal and Administrative Team may place a Phase II staff member into the Professional Assistance Program (Phase III) at any time.

### **Summative Evaluation Process:**

Each teacher will participate in professional development on a yearly basis. All professional development will be focused on District and school goals, plus recommendations from the previous year's evaluation.

Continuing Contract Professionals will receive a summative evaluation each year.

The summative evaluation will be based on ongoing supervision, plus at least 10 mini-observations per year.

- Mini-Observations
  - Ten mini-observations are required prior to the end of year summative evaluation.
  - Mini-observations require at least a ten minute observation. The evaluator shall meet face to face as soon as possible, then follow up with the reflections of observation form as soon as possible
  - Informal observations and other documented sources may be used as part of the summative evaluation process and post observation summary.
  - Mini-observations should not include checklists or long written observations.
  - A Phase II teacher that is rated highly effective the previous year, requires only five mini-observations prior to a summative evaluation.

- Summative Evaluation

- An end of year summative evaluation. The end of the year Summative Evaluation should be completed by June 1<sup>st</sup>.
- When rating, take each of the ten criteria, read across the four levels (Highly Effective, Effective, Improvement Necessary, and Does Not Meet Standards), find the level that best describes the teacher's performance, and circle or highlight that cell.
- This creates a clear graphic display of areas for commendation and areas that need work. Then give an overall rating for that domain at the bottom of the page and make brief comments in the space provided.
- When all ratings have been completed, record the ratings on the summative evaluation form.
- Evaluation conferences are greatly enhanced if the supervisor and teacher fill out the rubrics in advance, then meet and compare ratings one section at a time.
- The supervisor has the final say, of course, but the discussion should aim for consensus based on actual evidence of the more accurate rating for each criterion.
- Supervisors should go into the evaluation process with humility since they can't know everything about a teacher's instructional activities, collegial interactions, parent outreach, and professional growth.
- Similarly, teachers should be open to feedback from someone with an outside perspective.
- Some supervisors sugar coat feedback and give inflated ratings to keep the peace and avoid hurting feelings. This does not help teachers improve. The kindest thing a supervisor can do for an underperforming teacher is give candid, evidence based feedback, listen to the teacher's concerns, and provide robust follow-up support.
- Both formal and informal information, including mini-observations are used to complete the summative evaluation report.
- The purpose of the summative conference is to review collaboratively the summative evaluation report and to document competence in the Standards for Effective Teaching.

- Ongoing Professional Development

NH Department of Education Regulations and Rochester Professional Development Master Plan establish minimum professional education requirements for individuals who hold active teaching, administrative and educational specialist certificates. These educators must complete, every three years, 75 hours of continuing professional development activities. Professional development activities should be tied to district and school goals, or recommendations from the evaluation process.

## **Phase III: Professional Assistance Program**

### **Purposes:**

Professionals who are experiencing difficulty meeting the basic level of Standards of Effective Teaching may be placed in the Professional Assistance Program. The program will provide a good faith effort to support and guide the employee to return to meet the Standards of Effective Teaching. Any Phase II staff member receiving an overall rating of Does not Meet Standard, must be placed in Phase III. Individual ratings of Does Not Meet Standard or Improvement Necessary may require Phase III plans.

The procedures for the Professional Assistance Program, which consists of the Awareness and Assistance Phases, follow.

### **Procedures:**

#### **• Awareness Phase**

1. The supervisor or administrator identifies a concern in writing. This issue may have been discussed informally prior to the Awareness Phase. Informal discussions of issues and concerns are expected prior to referral to the Professional Assistance Program. (See Attachment #3.0)
2. The administrator and professional set up a specific time to collaborate and attempt to resolve the concern. The Awareness phase shall be completed within 30 calendar days, unless by mutual agreement of both parties.
3. At the conclusion of the Awareness Phase, the administrator will review the progress and will make one of the following recommendations:
  - Resolved: professional returns to Phase II.
  - The concern is not resolved and the professional is placed in the Assistance Phase.

At this point, the professional will be advised by the principal that the employee may wish to discuss the situation with a union representative. The professional or the administrator may request other representation in all subsequent meetings regarding the concern.

- **Assistance Phase**

1. Review the recommendations from the Awareness Phase.
2. The professional will develop and complete an Assistance Phase Action Plan within ten days of the completion of the awareness phase. (See Attachment #3.1)

Plans may include:

- Growth –promoting goals that are specific, measurable, action-oriented, realistic, and time bound
  - Strategies for resolution of the concern.
  - Reasonable timelines.
  - Indicators of progress.
  - Resources and support needed.
3. The administrator and the professional set up a specific time to review what progress has been made: Professional Assistance Plan (See Attachment #3.2)
    - At least one summative evaluation per year, (attachment 3.3) will be completed, for a professional in the assistance phase. The summative evaluation shall include at least one formal classroom observation.
    - Weekly review during awareness
    - Refer to the standards rubric
  4. One of the following recommendations will be made upon reviewing the professional's progress:
    - The concern is resolved and the professional is returned to the Professional Growth and Development Program (**Phase II**).
    - The professional remains in the Assistance Phase with revised goals and time lines.
    - If the concern is not resolved, Administrative Action will occur.

## Summative Evaluation

Teacher's name: \_\_\_\_\_

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

School: \_\_\_\_\_ Subject area: \_\_\_\_\_

Position: \_\_\_\_\_

Evaluator: \_\_\_\_\_

**RATINGS ON INDIVIDUAL RUBRICS:** (Ratings of Improvement Necessary or Does Not Meet Standards requires a written explanation)

▪ **Planning and Preparation for Learning:**

\_\_\_ Highly Effective \_\_\_ Effective \_\_\_ Improvement Necessary \_\_\_ Does Not Meet Standards

▪ **Classroom Management:**

\_\_\_ Highly Effective \_\_\_ Effective \_\_\_ Improvement Necessary \_\_\_ Does Not Meet Standards

▪ **Delivery of Instruction:**

\_\_\_ Highly Effective \_\_\_ Effective \_\_\_ Improvement Necessary \_\_\_ Does Not Meet Standards

▪ **Monitoring, Assessment, and Follow-Up:**

\_\_\_ Highly Effective \_\_\_ Effective \_\_\_ Improvement Necessary \_\_\_ Does Not Meet Standards

▪ **Family and Community Outreach:**

\_\_\_ Highly Effective \_\_\_ Effective \_\_\_ Improvement Necessary \_\_\_ Does Not Meet Standards

▪ **Professional Responsibilities:**

\_\_\_ Highly Effective \_\_\_ Effective \_\_\_ Improvement Necessary \_\_\_ Does Not Meet Standards

**OVERALL RATING:**

\_\_\_ **Highly Effective**

\_\_\_ **Effective**

\_\_\_ **Improvement Necessary**

\_\_\_ **Does Not Meet Standards**

**Summative Evaluation, pg. 2**

Recommendations for Professional Development based on the summative evaluation:

Overall Comments by the Supervisor:

Overall Comments by the Teacher:

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the evaluation.)

**NOTIFICATION OF CONCERN FORM**  
**Attachment # 3.0**

**Rochester School District**  
**Phase III: Awareness Phase**

**Please be advised that you are not currently meeting the District's Standards for Effective Teaching.**

**NOTIFICATION OF CONCERN FORM**

To: \_\_\_\_\_  
(Professional Employee)

From: \_\_\_\_\_  
(Supervisor/Principal)

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

The Standard(s) in question are identified below. It is important that we meet and discuss a resolution to this problem. Please schedule a meeting with me within seven working days. You may notify your building representative or the RFT President for the purpose of representation at the upcoming meeting.

**Category/Standard(s) of Effective Teaching not being met:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Recommended Resolution** (to be completed after the Awareness Phase Conference, and shall include a resolution date):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**\_\_\_\_\_ Recommended Resolution accepted: (Resolution shall be completed within 30 calendar days, unless by mutual agreement among all parties)**

Professional's Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_





Attachment # 3.2

**Rochester School District**  
**Phase III: Professional Assistance Plan**

**PROFESSIONAL ASSISTANCE PLAN**

(To be completed by the Supervisor and Building Principal)

The staff member may have district and/or association representation at this meeting.

Professional Employee: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date of Conference: \_\_\_\_\_

Conference Attendees: \_\_\_\_\_

**Procedures:**

1. Review Assistance Phase Action Plan
2. Evaluator's Recommendations or comments on the Assistance Phase Action Plan:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ **I accept the Professional Assistance Plan (document 3.2)**

\_\_\_\_\_ **I disagree with the Professional Assistance Plan for the following reason(s)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

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

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Failure to complete the Assistance Plan document in a timely manner may result in a recommendation of non-renewal of your teaching contract.

The Summative Evaluation (attachment 3.3) shall summarize the implementation of the Assistance Plan.

# Speech and Language Staff Evaluation Plan

## **Phase I: Years 1-3**

*By December 1:* 2 mini observations  
Medicaid and IEP review  
Department Head to Consult with Principal(s)/Sped Coordinator  
Rubric completion

*By March 1:* 2 mini observations  
Eval process review  
Department Head to Consult with Principal(s)/Sped Coordinator  
Rubric Completion

## **Phase II: Years 4 + (3 year cycle from date hired)**

*By May 1:* 4 mini observations  
Medicaid and IEP review  
Department Head to Consult with Principals/ Sped Coordinator  
Rubric Completion

## **Phase III: Individualized Monitoring Program**

\*\*per individual basis

## Related Services Self Reflection Rubric

### Planning and Preparation

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<b>a. Knowledge</b>	Has a strong expertise in discipline specific development as applies to learning, and a willingness to gain new knowledge.	Knows discipline specific subject matter well and has a good understanding of child development as it relates to how students learn.	Is somewhat familiar with discipline specific subject matter, and/or has a few ideas about how students learn.	Has little familiarity with discipline specific subject matter or with how students learn.
<b>b. Student Services</b>	Establishes goals for individual student therapy programs that are highly appropriate to the situation in the school and to the age and developmental level of the students; develops goals following consultations with administrators and teacher.	Establishes goals for individual student therapy programs that are clear and appropriate to the situation in the school and to the age and developmental level of the students.	Establishes goals for individual student therapy programs that are rudimentary and partially suitable to the situation in the school and to the age and developmental level of the students.	Has no clear goals for individual student therapy programs, or establishes goals that are inappropriate to either the situation or the age and developmental level of the students.
<b>c. Interventions Match Standards</b>	Designs lessons with clear, measurable goals closely aligned with learning standards and match current IEP goals.	Designs lessons focused on measurable outcomes partially aligned with most learning standards and matches IEP goals and objectives.	Plans lessons with learning standards in mind but without considering IEP learning objectives.	Plans lessons aimed primarily at entertaining students.
<b>d. Differentiation in Small Group Instruction</b>	Designs highly effective lessons that address individual student learning needs and goals and targets diverse styles and interests.	Designs lessons that address individual student learning needs and goals.	Plans lessons with little thought as to how to accommodate student's individual needs.	Plans lessons aimed at filling time.
<b>e. Engagement</b>	Designs highly relevant lessons that will motivate all students to attain objectives of the session.	Designs relevant lessons that motivate students to attain objectives of each session.	Plans lessons that will catch some students' interest and motivate some students to attain objectives of the session.	Plans lessons with little likelihood of motivating students to attain objectives of the session.
<b>f. Materials</b>	Designs lessons that use a variety of developmentally and age appropriate materials and are highly related to session objectives.	Designs lessons that use a variety of developmentally and age appropriate materials and are related to session objectives.	Plans lessons that use developmentally and age appropriate materials but are not related to session objectives.	Plans lessons that use ineffective materials and do not relate to session objectives.
<b>g. Organization and use of Physical Space</b>	Has organized testing space and classroom in a manner that supports therapeutic/learning goals. Materials are convenient when needed.	Has organized testing space and classroom in an appropriate manner. Materials are convenient when needed.	Has Somewhat organized testing space and classroom moderately well, but materials may be difficult to find when needed.	Has little or no organization of testing space and/or classroom, and materials are usually not available.

## Delivery of Instruction to Students – Related Services

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>a. Relationships</b>	Shows warmth, caring, respect and fairness to all students and builds strong relationships.	Is fair and respectful towards students and builds positive relationships.	Is fair and respectful towards most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
<b>b. Behavioral Expectations</b>	Adeptly implements strategies that foster positive interactions and support student's individual behavior plan developed by the team.	Implements strategies that mainly foster positive interactions and support student's individual behavior plan developed by the team.	Implements strategies that sometimes foster positive interactions but may not support student's individual behavior plan developed by the team.	Does not implement strategies that foster positive interactions or does not support student's individual behavior plan developed by the team.
<b>c. Standards of Conduct</b>	Has established standards for conduct in the intervention setting and consistently reinforces those standards.	Has established standards for conduct in the intervention setting.	May have established standards for conduct but they may be unclear to students.	Has not established standards of conduct.
<b>d. Intervention Expectations</b>	Is direct, specific, and consistent in communicating intervention goals to students.	Clearly communicates intervention goals to students.	Sometimes communicates intervention goals to students.	Does not communicate intervention goals to students.
<b>e. Clarity</b>	Always presents material clearly and explicitly, with well chosen examples and vivid and appropriate language.	Uses clear explanations appropriate language, and good examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing or inappropriate.	Often presents materials in a confusing way, using language that is inappropriate.
<b>f. Monitoring</b>	Monitoring of student behavior is subtle and preventative, and students engage in self-monitoring of behavior.	Monitors student behavior against standards; response to student is appropriate and respectful.	Attempts to monitor and correct negative student behavior are partially successful.	Disregards or fails to address negative student behavior.
<b>g. Efficiency</b>	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Effectively uses academic learning time through coherence, lesson momentum and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
<b>i. Engagement</b>	Always activates students' prior knowledge/interests and hooks their interest in each session.	Activates students' prior knowledge/interests and hooks their interest in each session.	Tries but is not always successful in making the subject interesting and relate it to student's prior knowledge and interests.	Rarely attempts to hook students' interest or makes connections to their knowledge/interests.

**Delivery of Instruction to Students – Related Services, cont.**

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>j. Evidenced Based and Current Techniques</b>	Consistently implements evidence based best practices for assessment and interventions with students	Implements evidence based best practices for assessment and interventions with students.	Attempts to implement evidence based best practices for assessment and interventions with students are not always successful.	Does not implement evidence based best practices for assessment and interventions with students.
<b>k. Differentiation</b>	Skillfully meets the learning needs and styles of all students by differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with special needs, with mixed success.	Fails to provide for differentiated instruction for students with special needs.
<b>l. Application</b>	Consistently provides activities and strategies that will generalize skills to classroom and other settings.	Provides activities and strategies that will generalize skills to classroom and other settings.	Sometimes provides activities and strategies that will generalize skills to classroom and other settings.	Does not provide activities and strategies that will generalize skills to classroom and other settings.
<b>m. Therapeutic Assessment</b>	Conducts appropriate, accurate, high quality, formative assessments and makes session changes based on date.	Conducts formative assessments and makes session changes based on date.	Conducts some formative assessment but makes few session changes based on date.	Does not conduct formative assessment and makes session changes based on date.

## Family and Community Outreach - Related Services

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<b>a. Expectations</b>	Respectfully communicates with parents clear, user-friendly learning and behavior expectations and exemplars of competencies.	Gives parents clear expectations for student learning and behavior for the class.	Sends home a list of classroom rules and the syllabus for the class.	Doesn't inform parents about learning and behavior expectations.
<b>b. Communication</b>	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
<b>c. Responsiveness</b>	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
<b>d. Reporting</b>	Uses conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.

## Professional Responsibilities – Related Services

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<b>a. Attendance</b> (this category should not be rated in terms of long term approved absences.)	Has perfect or near-perfect attendance.	Has very good attendance.	Has moderate absences, ten to fourteen sick days per year over more than one year. Without extenuating circumstances.	Has moderate absences; ten to fourteen sick days per year over more than one year. Without extenuating circumstances. The absences show a pattern of abuse over one or more years.
<b>b. Language</b>	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
<b>c. Reliability</b>	Carries out assignments and duties conscientiously, and punctually, keeps meticulous records and is never late.	Is punctual and reliable with paperwork, duties and assignments: keeps accurate records and is seldom late.	Occasionally skips assignments, is late, makes errors in records and misses paperwork and deadlines.	Frequently skips assignments, is late, makes errors in records and misses paperwork deadlines
<b>d. Professionalism</b>	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
<b>e. judgment</b>	Is invariably ethical, honest, and forthright, uses impeccable judgment and respects confidentiality.	Is invariably ethical, honest, and forthright, uses good judgment and respects confidentiality.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
<b>f. Above-and-beyond</b>	Is an important member of teacher teams and committees and frequently volunteers for after-school activities.	Shares responsibility for grade-level and school wide activities and takes part in after-school activities.	When asked, will serve on a committee and attend an after-school activity.	Declines invitations to serve on committees and attend after-school activities.

**Professional Responsibilities – Related Services cont.**

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>g. Leadership</b>	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
<b>h. Openness</b>	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
<b>i. Collaboration</b>	Meets frequently with colleagues to plan units, share ideas, analyze data and assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversation lack educational substance.
<b>j. Growth</b>	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

## Guidance Counselor Self Reflection Rubric

### Planning and Preparation

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<b>a. Knowledge of Counseling Theory and Techniques</b>	Demonstrates deep and thorough understanding of counseling theory and techniques.	Demonstrates understanding of counseling theory and techniques	Demonstrates basic understanding of counseling theory and techniques	Demonstrates little understanding of counseling theory and techniques
<b>b. Knowledge of Child and Adolescent Development</b>	Displays accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, as well as knowledge of the extent to which individual students follow the general patterns.	Displays accurate understanding of the typical developmental characteristics of the age group as well as exceptions to the general patterns.	Displays partial knowledge of child and adolescent development.	Displays little or no knowledge of child and adolescent development.
<b>c. Regulations and Resources</b>	Knowledge of government regulations and of resources for students is extensive, including those available through the school or district and in the community.	Displays awareness of government regulations and of resources for students available through the school or district and some familiarity with resources external to the school.	Displays awareness of government regulations and of resources for students available through the school or district, but no knowledge or resources available more broadly.	Displays little or no awareness of government regulations and of resources for students available through the school or district.
<b>d. Planning the Counseling Program</b>	Input in the counseling program is highly coherent and serves to support not only the students individually, but also the broader educational program.	Input in the counseling program includes the important aspects of counseling in the setting.	Input in the counseling program has a guiding principal and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Input in the counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.
<b>f. Evaluation Counseling Program</b>	Input into evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path towards improving the program on an ongoing basis.	Input into evaluation plan is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Input into evaluation plan is rudimentary, and lacks clear goals or suggestions for improvement.	Has no input into evaluation plan or resists suggestion that such an evaluation is important.
<b>g. Managing Routines and Procedures</b>	Routines for the guidance office or the classroom are seamless.	Routines for the guidance office or the classroom work effectively.	Has rudimentary and partially successful routines for the guidance office or the classroom.	Routines for the guidance office or the classroom are nonexistent or in disarray.

## Counseling – Guidance Counselor

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>a. Assessing Students Needs</b>	Conducts detailed assessments of students' needs to contribute to program planning.	Assesses students' needs and knows the range of the student needs in the school.	Assessments of students' needs are perfunctory.	Does not assess student s' needs or the assessments result in inaccurate conclusions.
<b>b. Long Range Planning with Students</b>	Helps individual students formulate academic, and career plans based on knowledge of student needs.	Helps individual students formulate academic, and career plans for groups of students.	Attempts to help individual students formulate academic and career plans are partially successful.	Develops a program that is independent of indentified student needs.
<b>c. Problem Solving</b>	Demonstrates strong problem solving skills and is able to provide helpful assistance to others in problem solving and conflict resolution.	Demonstrates clear understanding of problem-solving, provides information and insight to assist others in problem solving.	Demonstrates some ability to problem solve and assist others.	Has limited ability to solve problems or offer insight.
<b>d. Counseling Techniques</b>	Uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving.	Uses a range of counseling techniques to help students acquire skills in decision making and problem-solving.	Displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving.	Has few counseling techniques to help students acquire skills in decision making and problem solving.
<b>e. Individual and Group Counseling Services</b>	Provides high quality age appropriate activities and services that foster intellectual, psychological and social development.	Provides age appropriate activities and services which foster positive self image, both in individual and group settings.	Provides few appropriate activities and services that foster positive image.	Relationships and activities with students are negative or inappropriate.
<b>f. Resources</b>	Brokers with other programs/agencies both within and beyond the school or district to meet individual student needs.	Brokers with other programs within the school or district to meet individual student needs.	Is partially successful in efforts to broker services with other programs within the school.	Does not make connections with other programs in order to meet student needs.
<b>g. Consultation with School Staff</b>	Is proactive in providing faculty and staff with information regarding students. Frequently collaborates with faculty and advocates on students' behalf.	Provides faculty and staff with information regarding student progress, collaborating and advocating as needed.	Provides limited information to faculty and does not seek out their support.	Provides no information to and has little contact with faculty.
<b>h. Respect and Rapport</b>	Establishes a rapport with each student such that they seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.	Interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.

## Family and Community Outreach – Guidance Counselor

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>a. Respect</b>	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes has difficulty.	Is often insensitive to the culture and beliefs of students' families
<b>b. Belief</b>	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parent a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and want the best for them.	Does not communicate to parents knowledge of individual children or concern for their future.
<b>c. Communicating with Families</b>	Is proactive in providing information to families about the counseling program and about individual students through a variety of means.	Provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Provides limited though accurate information to families about the counseling program as a whole and about individual students.	Provides no information to families, either about the counseling program as a whole or about individual students.
<b>d. Involvement</b>	Frequently communicates with and involves parents in the post secondary planning process.	Updates parents on the unfolding post secondary planning process and suggests way to support it at home.	Sends home occasional suggestions on how parents can help their children with post secondary planning.	Rarely, if ever, communicates with parents on way to help their children at home.
<b>e. Responsiveness</b>	Deals promptly and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parents concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and gives off an unwelcome vibe.	Does not respond to parent concerns and makes parents feel unwelcome in the school.
<b>f. Reporting</b>	Gives parents detailed and helpful feedback on child's progress throughout the school year.	Uses progress reports and report cards as opportunity to give parents feedback on their child's progress.	Relies on report cards as means of communication with parents regarding their child's progress.	Expects parents to deal with the areas that need improvement based on report cards.
<b>g. Outreach</b>	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard to reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.

## Professional Responsibilities – Guidance Counselor

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<b>a. Reflecting on Practice</b>	Reflections are highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.	Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how counseling practice might be improved.	Reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Does not reflect on practice, or the reflections are inaccurate or self-serving.
<b>b. Reliability</b>	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
<b>c. Professional Development</b>	Actively pursues professional development opportunities and makes substantial contributions to the profession through such activities as offering workshops to colleagues.	Seeks out opportunities for professional development based on an individual assessment of need.	Participation in professional development activities is limited to those that are convenient or are required.	Does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.
<b>d. Collaboration</b>	Meets frequently with colleagues to plan guidance curriculum, share, and assess programming.	Collaborates with colleagues to plan guidance curriculum, share teaching ideas, and programming.	Meets occasionally with colleagues to share ideas.	Meets infrequently with colleagues, and conversations lack educational substance.
<b>e. Communication</b>	Informs the administration of any concerns and reaches out for help and suggestions when needed.	Keeps the administration informed about concerns and asks for help when it is needed.	Is reluctant to share concerns with the administration or to ask for help.	Bottles up concerns or constantly complains, and is not open to help.
<b>f. Openness</b>	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other view points and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing practice.

**Professional Responsibilities – Guidance Counselor, cont.**

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>g. Professionalism</b>	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts in an unprofessional manner and violates boundaries.	Frequently acts in an unprofessional manner and violates boundaries.
<b>h. Judgment</b>	Is invariably ethical, honest and above board, uses impeccable judgment and respects confidentiality.	Is ethical and above-board, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and discloses student information.	Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information.
<b>i. Contributions</b>	Frequently contributes valuable ideas and expertise to school wide activities and committees that further the school's mission.	Contributes ideas, expertise and time to school wide activities and committees to support the overall mission of the school.	Occasionally suggests an idea aimed at improving the school, and when asked, will serve on a committee.	Rarely, if ever, contributes ideas that might help improve the school. Declines invitations to serve on committees.

# Library Media Specialist Staff Evaluation Plan

## **Phase I: Years 1-3**

*By December 1:*                    2 mini observations  
    SMART Goal review  
    Evaluator to Consult with Principal(s)  
    Rubric completion

*By March 1:*                        2 mini observations  
    Evaluation process review  
    Evaluator to Consult with Principal(s)  
    Rubric Completion

## **Phase II: Years 4 + (3 year cycle from date hired)**

*By May 1:*                            4 mini observations  
    SMART Goal review  
    Evaluator to Consult with Principal(s)  
    Rubric Completion

## **Phase III: Individualized Monitoring Program**

\*\*per individual basis

## Library Media Specialist Self Reflection Rubric

### Planning and Preparation for Learning

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standard</b>
<b>a. Knowledge</b>	Is an expert in library and information technology, demonstrates a rich understanding of literature, and of child development as it relates to how students learn.	Demonstrates thorough knowledge of current trends in library and information technology, and literature, and has a good grasp of child development as it relates to how students learn.	Is somewhat familiar with library and information technology, has limited knowledge of literature and/or has a few ideas about how students learn.	Has little familiarity with library and information technology or literature or with how students learn.
<b>b. Anticipation</b>	Anticipates misconceptions students are likely to face and plans how to overcome them.	Anticipates misconceptions and confusion students are likely to face.	Considers one or two ways students might become confused with the content.	Proceeds without considering misconceptions students might have about the material.
<b>c. Lessons</b>	Designs highly relevant, varied lessons that incorporate an appropriate mix of highly effective, diverse learning strategies and materials including digital resources.	Designs relevant lessons that incorporate an appropriate mix of highly effective, diverse learning strategies and materials including digital resources.	Plans lessons that may engage some student interest and may incorporate an appropriate mix of highly effective, diverse learning strategies and materials including digital resources.	Plans lessons with little likelihood of engaging or involving students.
<b>d. Differentiation</b>	Designs lessons that consider all student learning needs, styles, and interests.	Designs lessons that consider most student learning needs, styles, and interests.	Designs lessons that only consider some student learning needs, styles, or interests.	Designs lessons that do not consider student learning needs, styles, or interests.

**Environment – Library Media Specialist**

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Needed</b>	<b>Does Not Meet Standard</b>
<b>a. Expectation</b>	Is direct, specific, consistent, and tenacious in communicating and implementing high expectations for student behavior.	Clearly communicates and consistently implements expectations for student behavior.	Announces and posts classroom rules and consequences but does not consistently enforce them.	Comes up with <i>ad hoc</i> rules and consequences as events unfold; rules are not consistently enforced.
<b>b. Relationships</b>	Shows appropriate respect, empathy and fairness to each student and builds strong relationships.	Is fair and respectful towards each student and builds positive relationships with most students.	Is fair and respectful towards most students and builds positive relationships with some students.	Is fair and respectful towards most students and builds positive relationships with some students.
<b>c. Climate</b>	Creates a safe climate that fosters self- and peer-monitoring in which disruption of learning is not tolerated.	Refuses to tolerate disruption and encourages student monitoring.	Attempts to create a productive learning environment, but there are regular disruptions in the library.	Does not create a productive learning environment; the library is frequently chaotic and sometimes dangerous.
<b>d. Student Responsibility</b>	Successfully develops students' self-discipline and sense of responsibility for their actions.	Holds students responsible for their actions and encourages a sense of accountability.	Tries but may be unsuccessful in getting students to be responsible for their actions.	Is unsuccessful in fostering students' self-discipline and sense of responsibility for their actions.
<b>e. Discipline Repertoire</b>	Has highly varied discipline repertoire and implements strategies appropriately and effectively.	Has a repertoire of discipline "moves" and implements them as needed.	Has a limited disciplinary repertoire and may struggle with implementation.	Has few discipline "moves" and constantly struggles with implementation.

**Delivery of Instruction – Library Media Specialist**

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Needed</b>	<b>Does Not Meet Standard</b>
<b>a. Learning Expectations</b>	Conveys high learning expectations and convinces all students they will master the material.	Sets high learning expectations and encourages students to master the material.	Sets minimal expectations for learning and tells students they need to work hard.	Has no learning expectations and gives up on some students.
<b>b. Effort-based</b>	Encourages students to be risk-takers, learn from their mistakes, and believe that through effective effort, they will improve their skills and knowledge.	Guides students to learn from their mistakes and believe that through effective effort, they will improve their skills and knowledge.	Corrects students when they make mistakes but does not guide learning from errors.	Does not see mistakes as a learning tool; students do not feel comfortable taking risks.
<b>c. Clarity</b>	Presents material clearly and explicitly, using accurate, relevant examples.	Uses clear explanations and accurate examples to present material.	Attempts to provide explanations and/or examples, but some material are confusing, unclear or inaccurate.	Does not explain material or provide examples.
<b>d. Technology Usage</b>	Is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.	Initiates sessions to assist students and teachers in the use of technology in the library/media center.	Assists students and teachers in the use of technology in the library/media center when asked to do so.	Declines to assist students and teachers in the use of technology in the library/media center even when asked.

### Collaboration and Outreach – Library Media Specialist

	Highly Effective	Effective	Improvement Needed	Does Not Meet Standard
<b>a. Respect</b>	Communicates respectfully and proactively with parents, and is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents, and is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
<b>b. Collaboration</b>	Proactive in communicating with colleagues' issues and concerns regarding student success and well-being.	Reliably communicates with colleagues' issues and concerns regarding student success and well-being.	Rarely communicates with colleagues' issues and concerns regarding student success and well-being.	Does not communicate with colleagues' issues and concerns regarding student success and well-being.
<b>c. Data Analysis and Reflection</b>	Ongoing use of data, to reflect on the effectiveness of the library media program, and the use of best practices.	Regularly uses data to reflect on the effectiveness of the library media program and the use of best practices.	Occasionally uses data to reflect on the effectiveness of the library media program, and the use of best practices.	Does not use data to reflect on the effectiveness library media program, or the use of best practices.
<b>d. Flexibility</b>	Continually seeks ways to improve the library/media program and makes changes as needed in response to student, parent and teacher feedback.	Makes revisions to the library/media program when needed.	Makes modest changes in the library/media program when confronted with the need for change.	Adheres to the current library/media program even in spite of evidence of its inadequacy.
<b>e. Communications and Public Relations</b>	Frequently communicates and publicizes library materials and activities in a variety of ways.	Communicates and publicizes library materials and activities in a variety of ways.	Occasionally communicates and publicizes library materials and activities.	Never communicates or publicizes library materials and activities.

### Professional Responsibilities – Library Media Specialist

	Highly Effective	Effective	Improvement Needed	Does Not Meet Standard
<b>a. Attendance</b> (This category should not be rated in terms of long term approved absences).	Has perfect or near-perfect attendance.	Has very good attendance.	Has moderate absences, over more than one year. Without extenuating circumstances.	Absences show a pattern of abuse over one or more years.
<b>b. Language</b>	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
<b>c. Reliability</b>	Carries out assignments and duties conscientiously, and punctually, keeps meticulous records-never late.	Is punctual and reliable with paperwork, duties and assignments: keeps accurate records and is seldom late.	Occasionally skips assignments, is late, makes errors in records and misses paperwork and deadlines.	Frequently skips assignments, is late, makes errors in records and misses paperwork deadlines.
<b>d. Professionalism</b>	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
<b>e. Judgment</b>	Is invariably ethical, honest, and forthright, uses impeccable judgment and respects confidentiality.	Is invariably ethical, honest, and forthright, uses good judgment and respects confidentiality.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
<b>f. Leadership</b>	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
<b>g. Openness</b>	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
<b>h. Growth</b>	Actively seeks out effective teaching ideas from colleagues and workshops, and implements them.	Seeks out effective teaching ideas from colleagues and workshops, and implements them.	Can occasionally be persuaded to try out new teaching and learning practices.	Is not open to ideas for improving teaching and learning practices.

Adapted from the work of Kim Marshall

**Rochester School Department  
Library / Media Specialist Evaluation Form**

HE = Highly Effective, EF = Effective, IN = Improvement Needed, DNMS = Does Not Meet Standard

<b>1. Planning and Preparation for Learning</b>	<b>HE</b>	<b>EF</b>	<b>IN</b>	<b>DNMS</b>
1a. Knowledge				
1b. Anticipation				
1c. Lessons				
1d. Differentiation				

<b>2. Environment</b>	<b>HE</b>	<b>EF</b>	<b>IN</b>	<b>DNMS</b>
2a. Expectation				
2b. Relationships				
2c. Climate				
2d. Student Responsibility				
2e. Discipline Repertoire				

<b>3. Delivery of Instruction</b>	<b>HE</b>	<b>EF</b>	<b>IN</b>	<b>DNMS</b>
3a. Learning Expectations				
3b. Effort-based				
3c. Clarity				
3d. Technology Use				

<b>4. Collaboration and Outreach</b>	<b>HE</b>	<b>EF</b>	<b>IN</b>	<b>DNMS</b>
4a. Respect				
4b. Collaboration				
4c. Data Analysis and Reflection				
4d. Flexibility				
4e. Communications and Public Relations				

<b>5. Professional Responsibilities</b>	<b>HE</b>	<b>EF</b>	<b>IN</b>	<b>DNMS</b>
5a. Attendance				
5b. Language				
5c. Reliability				
5d. Professionalism				
5e. Judgment				
5f. Leadership				
5g. Openness				
5h. Growth				