

# Evaluation System Rochester School Department

2016



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## EVALUATION AND PROFESSIONAL DEVELOPMENT SYSTEM POSITION STATEMENT

The Rochester School Board and the Rochester Federation of Teachers recognize that teachers are expected to meet the standards included in this document on a continuous basis. The staff is continuously evaluated on these standards, not just when a formal summative evaluation is completed. Informal and formal discussions around the standards may occur when a concern has been brought forward to an administrator. Informal discussions will occur around standards and celebrating successes within individual classrooms and the school.

### **Rationale and suggestions for implementation**

1. These rubrics are organized around two categories and 41 Elements of Professional Practice covering all aspects of a teacher's job performance:
  - A. Student Performance
  - B. Professional Responsibilities
  - C. Elements of Professional Practice

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

**Highly Effective**

**Effective**

**Improvement Necessary**

**Does Not Meet Standards**

- 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.

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.

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.

Supervisors should not 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.

<b>PHASE I</b> Teachers in the first three years in the District	<b>PHASE II</b> Teachers in the District more than three years	<b>PHASE III</b> Phase II Teachers in need of support Assistance Phase
<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>Meeting by October 1<sup>st</sup> to choose 5 elements from 41 Elements of Professional Practice</li> <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>at least 5 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 standards</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>Meeting by October 1<sup>st</sup> 5 elements from 41 Elements of Professional Practice</li> <li>Informal observations to assess standards</li> <li>3mini-observations throughout the year</li> <li>Summative Evaluation typically at the end of the certification cycle</li> <li>2mini-observatons for Phase II teacher not in their certification year</li> </ul> <p><b>Method:</b></p> <ul style="list-style-type: none"> <li>Ongoing informal discussion of teacher performance</li> <li>at least 3 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 access 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>See Page 26</li> </ul> <p><b>Method:</b></p> <ul style="list-style-type: none"> <li>See Page 26</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. Student Performance
- B. Professional Responsibilities
- C. Elements of Professional Practice

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

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

### **How an Overall Teacher Rating is Derived**

<b>Category</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does not meet the standard</b>
<b>Student Performance</b>	1 Highly Effective rating, plus administrator agreement	At Least one Effective rating, administrator agreement	One Improvement Necessary	One does not meet the standard
<b>Professional Responsibilities</b>	More than 50% Highly Effective (3)	More than 50% Effective or Better (3 or more)	More than one Improvement Necessary	One does not meet the standard
<b>Elements of Professional Practice</b>	More than 50% Highly Effective (5 or more)	More than 50% Effective or Better (5 or more above Effective or Better)	More than one Improvement Necessary	One does not meet the standard

**Rubric to Use in Determining the Overall Rating, Using Each Category Rating**

<b>Overall Rating</b>			
<b>Highly Effective</b>	Highly Effective in at least two of the three categories.	No Rating Below Effective	
<b>Effective</b>	Effective in at least two of the three categories	No Rating of Does not Meet Standard	
<b>Improvement Necessary</b>	Improvement Necessary in at least two of the three categories	No Ratings of Does not meet the Standard in the categories	
<b>Does Not Meet Standard</b>	At least one rating of does not meet the standard in a category		

- One rating of Does not Meet Standard triggers a Phase III Assistance Phase
- Two ratings of Improvement Necessary in Elements of Professional Practice will require five mini-observations the next year.
- More than 2 ratings of Improvement Necessary in Elements of Professional Practice will require a Summative Evaluation Cycle to be completed by December 1<sup>st</sup>. The Summative will focus on the elements rated as improvement necessary, not the other two categories. At least three mini-observations will occur prior to summative evaluation.

## **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 for a total of 3 by December 1<sup>st</sup>.
- One Summative Evaluation in December
- 5 mini-observations overall
- A second Summative Evaluation by March 1<sup>st</sup>, with a recommendation for renewal by March 15<sup>th</sup>.
- SMART Goal data reviewed prior to the end of the school year.

***Second and Third Year Teachers***

- Three Mini-observations by December 1<sup>st</sup>, with a Summative Evaluation completed in December
- Two 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>.
- SMART Goal data reviewed prior to the end of the school year.

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

- A total of 3 mini-observations, with one completed prior to December 1<sup>st</sup>.
- Summative Evaluations completed by May 1<sup>st</sup>
- Highly Effective and Effective rated 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 with a does not meet the standard in one category will be placed on a Phase III Assistance Plan.
- A teacher rated needs improvement in one domain, will have five 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	at least <b>5</b> total	December and March	
2 <sup>nd</sup> and 3 <sup>rd</sup> Year	at least <b>5</b> total	December and March	
Beyond 3 years	at least <b>3</b> total	May	On Certification Cycle
Rated Needs Improvement Overall	at least <b>3</b> Total	May Summative	Phase III Assistance
Rated Needs Improvement in One Area	at least <b>3</b> total	May Summative is Optional	Mini-Observations Focused on Areas of Improvement
Phase II teachers in Year 1 and 2 of Their Certification Cycle	<b>2</b> 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

**Each Section Below has steps for completing Student Performance, Professional Responsibilities and Elements of Professional Practice.**

**A. Student Performance - Teacher**

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Does Not Meet the Standard</b>
<p>Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p>	<p>Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p>	<p>Establishes appropriate student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p>	<p>Does not establish student growth goal(s) or establishes inappropriate goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p>
<p>Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.</p>	<p>Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.</p>	<p>Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.</p>	<p>Growth or achievement data from at least two points in time shows no evidence of growth for most students.</p>

**Step 1 -**

Teachers will develop and adopt at least one individual and one school SMART Goal. Sample and suggested SMART goals will be provided for individual teachers. The School SMART Goal will be developed and chosen by the leadership team at school prior to the beginning of the school year.

The SMART Goals for individual and school-wide performance will replace the SMART Goal for professional development in the Professional Development Plan. See pages 78-84 for the link between this evaluation document, SMART Goals and District-Wide Professional Development Plan.

**Step 2 -**

Completed SMART Goal will be submitted to the supervisor by September 15<sup>th</sup> of each year. If a teacher is not adopting any of the provided samples, the teacher must ensure that SMART Goals are measurable, include multiple sources of data, and are achievable but not too low of a standard.

**Step 3 -**

Follow the SMART Goals throughout the year and complete data information at the end of the school year.

**Step 4 -**

Any teacher with a written summative will need to review the data with their supervisor during the evaluation conference. A final summative may need to wait for end of year data, since some data is not available until June.

**Step 5 -**

A rating would be included that would be 20 % of the overall rating. This is adopted based on the Federal Title I requirement.

**Step 6 -**

A teacher not receiving a summative that year should provide a completed SMART Goal with the data for their supervisor to review. Any performance on a SMART Goal below Effective should trigger a conference to review the data with the teacher.

**Step 7 -**

A teacher rated below Effective two years in a row on an individual SMART Goal will need a review of the data, and at least a summative evaluation cycle the next year.

## B. Professional Responsibilities – Teacher

A teacher’s professional responsibilities include:

- ✓ consistent attendance to provide high quality instruction for students, (Reliability)
- ✓ Sick days should be used for personal or family illness, not for other purposes. (Reliability)
- ✓ follow policies, procedures and focus on school and district goals (Professional Engagement)
- ✓ arriving to school on time, (Reliability)
- ✓ arriving to meetings on time, (Reliability)
- ✓ collaborating with colleagues, and (Professional Engagement)
- ✓ being a positive team contributor (Professional Engagement)
- ✓ A staff member leaving early should discuss this action with an administrator (Reliability)

These responsibilities do not require a rubric or review, but may be addressed in an evaluation or concern from a supervisor. Any concern should be addressed in person by the administrator, or in a mini-observation, but certainly prior to any mention in a summative evaluation. Staff members should hear, at least once, that these issues are a concern, and allow a chance to solve the problem.

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
a. 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.
b. 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
c. Professional Engagement	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.
d. 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.

### C. Elements of Professional Practice

<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
The teacher adapts or creates a new version of the strategy or behavior for unique student needs and situations	The Teacher uses the strategy or behavior and monitors the extent to which it affects student outcomes.	The teacher uses/has a strategy or behavior but does so in a somewhat mechanistic way, inconsistent manner	The teacher should use the strategy or behavior but does not.

**Step 1 -**

The Rubric above will be used to rate Elements of Professional Practice.

**Step 2 -**

Each teacher will select three elements. An administrator may select two elements for a total of 5 elements to be rated on in Professional Practice. The two elements may be the same for all teachers in the school or individualized by teacher. Complete **SMART Goal Form and Beginning of the Year Elements of Professional Practice Form.**

**Step 3 -**

A teacher may wish to complete a self-audit of all elements, or at least the five selected elements.

**Step 4 -**

A teacher may wish to use the Appendix A to carefully review the teacher evidence and student evidence. It is not expected that this is used in a formal process to rate a teacher, but it clarifies what is meant in each element.

**Step 5 -**

At the end of the year, the teacher and administrator will meet with the five elements which have been rated by each of them from Highly Effective to Does Not Meet the Standards.

### Lesson Segments Involving Routine Events

**Design Question #1:** What will I do to establish and communicate learning goals, track student progress, and celebrate success?

Element	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
1. What do I typically do to provide clear learning goals and scales (rubrics)?				
2. What do I typically do to track student progress?				
3. What do I typically do to celebrate success?				

**Design Question #2:** What will I do to establish and maintain classroom rules and procedures?

Element	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
4. What do I typically do to establish and maintain classroom rules and procedures?				
5. What do I typically do to organize the physical layout of the classroom?				

### Lesson Segments Addressing Content

**Design Question #3:** What will I do to help students effectively interact with new knowledge?

Element	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
6. What do I typically do to identify critical information?				
7. What do I typically do to organize students to interact with new knowledge?				
8. What do I typically do to preview new content?				

9. What do I typically do to chunk content into digestible bites?				
10. What do I typically do to help students process new information?				
11. What do I typically do to help students elaborate on new information?				
12. What do I typically do to help students record and represent knowledge?				
13. What do I typically do to help students reflect their learning?				
<b>Design Question #4:</b> What will I do to help students practice and deepen their understanding of new knowledge?				
<b>Element</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
14. What do I typically do to review content?				
15. What do I typically do to organize students to practice and deepen knowledge?				
16. What do I typically do to use homework?				
17. What do I typically do to help students examine similarities and difference?				
18. What do I typically do to help students examine errors in reasoning?				
19. What do I typically do to help students practice skills, strategies, and processes?				
20. What do I typically do to help students revise knowledge?				

**Design Question #5:** What will I do to help students generate and test hypotheses about new knowledge?

<b>Element</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
21. What do I typically do to organize students for cognitively complex tasks?				
22. What do I typically do to engage students in cognitively complex tasks involving hypothesis generation and testing?				
23. What do I typically do to provide resources and guidance?				

***Lesson Segments Enacted on the Spot***

**Design Question #6:** What will I do to engage students?

<b>Element</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
24. What do I typically do to notice when students are not engaged?				
25. What do I typically do to use academic games?				
26. What do I typically do to manage response rates?				
27. What do I typically do to use physical movement?				
28. What do I typically do to maintain a lively pace?				
29. What do I typically do to demonstrate intensity and enthusiasm?				

30. What do I typically do to use friendly controversy?				
31. What do I typically do to provide opportunity for students to talk about themselves?				
32. What do I typically do to present unusual or intriguing information?				
<b>Design Question #7:</b> What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?				
<b>Element</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
33. What do I typically do to demonstrate withitness?				
34. What do I typically do to apply consequences for lack of adherence to rules and procedures?				
35. What do I typically do to acknowledge adherence to rules and procedures?				
<b>Design Question #8:</b> What will I do to establish and maintain effective relationships with students?				
<b>Element</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
36. What do I typically do to understand students' interests and backgrounds?				
37. What do I typically do to use verbal and nonverbal behaviors that indicate affection for students?				
38. What do I typically do to display objectivity and control?				

**Design Question #9:** What will I do to communicate high expectations for all students?

<b>Element</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
39. What do I typically do to demonstrate value and respect for low-expectancy students?				
40. What do I typically do to ask questions of low-expectancy students?				
41. What do I typically do to probe incorrect answers with low-expectancy students?				

## **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.

#### **Purpose:**

- 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

#### **Procedure:**

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 **3** mini-observations of the beginning professional, before the December 1<sup>st</sup> summative evaluation, and at least **2** 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.

Phase I - The Beginning Professional cont.

- 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>
- At the beginning of the year and the mid-year summative evaluation, the supervisor and teacher should review the SMART Goals, the Professional Responsibility Categories and 5 Elements of Professional Practice. The student performance rubric will use the SMART goals, but the data may not be available until the end of the year. In that case, the student performance should be rated as NA.
- Use the Professional Practice Rubric for that category.
- When rating, use the generic rubric to rate the Elements of Professional Practice. 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. Attach the completed SMART Goals to the summative. If SMART Goals are not completed, then submit them separately.
- 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. In most cases, a renewal decision will be made in June for a mid-year hire. The staff member will get a non-renewal notice prior to the legal deadline, but a final determination to be made in June. 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 every three years if they are considered Effective or Highly Effective.

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

- Mini-Observations
  - Three 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.
  - SMART Goals
    - The individual and school SMART Goals data form need to be reviewed and the rating transferred to the summative evaluation form.
- Summative Evaluation
  - The Summative Evaluation should be completed prior to the end of the school year. An end of the year, the supervisor and teacher should review the SMART Goals, the Professional Responsibility Categories and 5 Elements of Professional Practice. The student performance rubric will use the SMART Goals, but the data may not be available until the end of the year. In that case, the final checklist may need to wait until the end of the school year.
  - This creates a clear graphic display of areas for commendation and areas that need work. 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.
  - Supervisors should not 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.

**Professional Activities shall include:**

- ✓ Activities and Efforts to reinforce school or district goals and improvements efforts
- ✓ Activities or Efforts on increasing student achievement
- ✓ Knowledge of subject or content taught or field of specialization for which re-certification is sought
- ✓ Knowledge of learners and learning
- ✓ Knowledge of effective, appropriate teaching strategies and practices
- ✓ Activities to promote continuous improvement
- ✓ Providing opportunities to reflect on teaching and learning

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

### **AWARENESS PHASE**

*The process is designed to allow a supervisor and staff members to interact about concerns. The notification of concern can be used to let the teacher know that there are some concerns related to the standards. The teacher has an opportunity to reflect on the concerns, and take action to improve in these areas. It is strongly urged that a teacher use the Marzano self-audit at this time and look closely at the standards in the notification of concern.*

#### **Awareness Phase Process**

The administrator should complete and provide the notification of concern to the staff member. This notification of concern will show which elements of professional practice or professional responsibilities are of concern.

A teacher would have 30 days to make progress in these areas.

A meeting with the teacher should be scheduled to review the notification of concern. It is recommended to schedule two follow-up mini-observation conferences at that time, and a review for the end of the 30 days.

It is recommended regular weekly meetings between the supervisor and teacher occur during this 30 school day time period.

At least two mini-observations should occur in this 30 school day time period.

It is recommended that the teacher use the self-audit for the areas of concern and the remaining Elements of Professional Practice. The student and teacher evidence can clarify what is expected of an effective and highly effective teacher.

If this Awareness Phase is not successful, then a staff member is placed in the Assistance Phase.

If a staff member has already completed an awareness phase within the last three years, they would not be given the opportunity for an awareness phase a second time, even if the concerns are different.

The Awareness Phase is to allow a staff member to know that their supervisor has serious concerns. It is understandable that the staff member will be upset and concerned in this instance. This is not the time to argue about the statement of concern. It is highly recommended for the staff member to take the notice of concern and show that they meet the standards.

The Marzano Rubrics can be very clear in what is required to meet the standards. It is recommended at this point to agree on which standards to use, complete a self-audit and show they the staff members meet the standards.

#### **The Assistance Phase**

The Assistance Phase is to provide specific assistance for a teacher not meeting the Standards for Effective Teaching.

The *Marzano Becoming a Reflective Teacher* should be used to formalize the plan for improvement. The Assistance Phase should be typically completed in 60 school days unless extended by the Supervisor because progress is evident. It is expected that the teacher evidence and student evidence for success can be provided within 60 school days.

***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 administration and RFT understand the concern any employee has when discussing the need for professional assistance. The purpose of the assistance is to allow feedback if an employee is not performing up to the district standards, a plan for improvement and a chance to make improvements. The focus should be on moving forward with improvements in teaching, and not disputing if a teacher should go through the Phase III process. The administration will make efforts to talk about concerns informally with a teacher prior to beginning the Phase III process.

The RFT responsibility is to work with the administrator and teacher to ensure a fair process is followed and the teacher is afforded an opportunity to improve.

It is understood that this is an emotional issue, but professional behavior should be exhibited at all times.

**Phase III**

1. The administration will contact the School's RFT representative and let them know that a staff member will be moving into Phase III assistance phase.
2. The staff member will be contacted directly by the supervisor to arrange a first meeting, and they will be offered an opportunity for RFT representation.
3. The first meeting will be a review of the standards that the staff member is not meeting, and areas to focus on in the assistance phase.
4. The second meeting will be a review of the Marzano rubrics and teacher's self-assessment. At the end of the second meeting several focus areas will be established, and teacher evidence, student evidence and administrator's observations will be agreed upon.
5. Regularly scheduled review meetings will be established, plus dialogue around mini-observations.
6. The assistance phase will take at least 60 days, but may require an entire semester or school year.
7. A second Assistance Phase creates extreme concerns for a teacher's effectiveness and performance. The teacher and administrator should address all areas of concern in the first Assistance Phase.

## Summative Evaluation

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

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

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

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

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

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

**Student Performance:**

SMART Goal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
Individual				
School				

**Overall Rating in Student Performance:**

Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
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Comments on Student Performance:

**Professional Responsibilities:**

Professional Responsibilities Category	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
A. Judgment				
B. Reliability				
C. Professional Engagement				
D. Growth				

**Overall Rating in Professional Responsibilities:**

Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
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Comments on Professional Responsibilities:

**Summative Evaluation - Page 2**

**Elements of Professional Practice (5 required):**

Element #	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards

**Overall Rating - Elements of Professional Practice:**

Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards

Comments on Elements of Professional Practice
---

**OVERALL RATING:**

Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards

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.)

**Beginning of the Year Elements of Professional Practice Forms**

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

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

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

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

Attached are the SMART Goals for the year.

**Individual SMART Goal attached**

**School SMART Goal attached**

Elements of Professional Practice (5 required):

Element #	Description

Evaluator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

**Copy saved by Evaluator and Teacher, not Submitted to the file until the end of the year.**

**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.

<b>Categories in Professional Responsibilities</b>	<b>Comment:</b>
A. Judgment	
B. Reliability	
C. Professional Engagement	
D. Growth	

Elements of Professional Practice: (5 elements are for example purposes)

<b>Element #</b>	<b>Description</b>

**Phase III - Notification of Concern**  
**page 2**

Date Notification of Concern was provided to the teacher: \_\_\_\_\_

First Meeting to Review the notification of concern: Date \_\_\_\_\_

Summary of first meeting:

What week is the first mini-observation scheduled:      Date: \_\_\_\_\_

What week is the second mini-observation scheduled:      Date: \_\_\_\_\_

Attach mini-observation form to this document

Meeting date within 30 days of the First Notification of Concern meeting: Date: \_\_\_\_\_

Meeting summary: (to determine if staff member remains on Phase II or moves to the Assistance Phase)

\_\_\_\_\_ Remaining on Phase II

\_\_\_\_\_ Moving to the Assistance Phase III

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

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

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

**(The teacher's signature indicates that he or she has seen this document, it does not necessarily denote agreement with the document.)**

**Assistance Phase  
Attachment # 3.1**

**Rochester School District**

**Phase III: Assistance Phase**

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

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 these areas of concern:

<b>Categories in Professional Responsibilities</b>	<b>Comment:</b>
A. Judgment	
B. Reliability	
C. Professional Engagement	
D. Growth	

Elements of Professional Practice:

<b>Element #</b>	<b>Description</b>

**Phase III -Form 3.1**  
**page 2**

Date of decision to place staff member on Assistance Phase: Date \_\_\_\_\_

First Meeting on Assistance Phase: Date \_\_\_\_\_

Summary of first meeting:

Meeting date to review Marzano's rubrics and teacher's self assessment: Date \_\_\_\_\_

**Summary of Meeting:**

What week is the first mini-observation scheduled: Date \_\_\_\_\_

What week is the second mini-observation scheduled: Date \_\_\_\_\_

Other mini-observations: (list dates)

Attach mini-observation form to this document

Regularly Schedule review meeting: Date \_\_\_\_\_

Regularly Schedule review meetings: Date \_\_\_\_\_

Regularly Schedule review meetings: Date \_\_\_\_\_

**Summary of Meetings:**

**Meeting Summary:** (to determine if staff member returns to Phase II; remains of Assistance Phase; or is non-renewed)

\_\_\_\_\_ Returning to Phase II

\_\_\_\_\_ Remaining on Phase III Assistance for 30 more days

\_\_\_\_\_ Recommendation to the Superintendent for non-renewal or termination

*I understand that returning to Phase II requires me to continue to meet the standards for effective teaching. I also understand I will not be allowed another Awareness Phase.*

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

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

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

(The teacher's signature indicates that he or she has seen this document, and agrees.)

## **Examples of Data Points to use for Student Performance:**

- ✓ NWEA # greater than 41<sup>st</sup> Percentile
- ✓ NWEA students meeting growth targets
- ✓ # of students Competent that were not Competent in the previous year
- ✓ % of students Competent
- ✓ % of students Competent on PACE

### **Overall School Targets**

- ✓ DIBELS in K and 1
  - ✓ NWEA Growth Targets in Grades 2 to 8 (Reading or Math)
    - Example: Grade 5 students in Math - District typically has 64% of the students making their NWEA growth targets;
      - above 64% would be Highly Effective
      - 60 to 64 % of students making their growth targets would be Effective
      - 45 to 60% would be Growth Needed; and
      - below 45% would be Does Not Meet Standard
  - ✓ Competency Grades in Grades K to 12
    - Example: In Grade 7, I have 75 ELA students. 80% of the students or 60 students were Competent on their End of Year ELA grade in Grade 6. Highly Effective would be 81% or greater; Effective would be 75 to 80%; Growth Needed would be 70 to 75%; and In Need of Improvement would be less than 70%.
  - ✓ PACE Performance
    - Example: My 9<sup>th</sup> Grade Honors Science Class has typically had 80% competent students in the PACE Assessment. Greater than 80% would be Highly Effective; 75 to 80% would be Effective; 70 to 75% would be Growth Needed; and less than 70% would be in Need o Improvement.
  - ✓ Data for Guidance, and others
    - Attendance Improvement
    - Tier 3 Behavior Interventions
    - School wide Goals or targets: 90% Reading Goal, current standard, an increase, Highly Effective; stable, Effective; or a decrease, Growth Needed
- SHS
- Examples: Graduate Rate, Drop-Out Rate, SAT performance, PACE overall performance

### **Possible School-Wide Goals**

#### **Middle School**

- % of students Competent is their overall grade at the end of the year - increase of at least 1% is Effective; 2% to 5% increase is Highly Effective; decrease is Needs Improvement

#### **High School**

- Overall Competency grades
- % of students taking dual enrollment courses and/or internships

<b>Time of Year Entering Phase III</b>	<b>Length of Typical Assistance Phase</b>	<b>Determination of Non-Renewal</b>	<b>Comments</b>
September to November	At least 60 school days, but typically 90 school days or more	Determination will need to be made prior to the March 31 <sup>st</sup>	Warning by December 1 <sup>st</sup> that if teacher continues to not meet the standard, they may be non-renewed
December to February	At least 60 school days, but typically 90 school days or more	Determination may need to be made prior to the March 31 <sup>st</sup>	It is possible, depending on the timing, that an extension for non-renewal may be needed.
February to April	At least 60 school days, but typically 90 school days or more	Typically, this staff member will be renewed, but with concerns noted heading into the next school year.	It is possible, depending on the timing, that an extension for non-renewal may be needed.
April to the end of the school year	At least 60 school days, but typically 90 school days or more	Typically, this staff member will be renewed, but with concerns noted heading into the next school year.	

# APPENDIX A

*(Pages 37 through 77 are Reproducible)*

**Becoming a Reflective Teacher** (c) 2012 Robert J. Marzano

<b>Domain 1: Routine Lesson Segments</b>	
<b>Design Question #1:</b> What will I do to establish and communicate learning goals, track student progress, and celebrate success?	
<b>1. What do I typically do to provide clear learning goals and scales (rubrics)</b>	
The teacher provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal.	
<b>Teacher Evidence</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher has a learning goal posted so all students can see it.</li> <li><input type="checkbox"/> The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment</li> <li><input type="checkbox"/> Teacher makes reference to the learning goal throughout the lesson.</li> <li><input type="checkbox"/> Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it.</li> <li><input type="checkbox"/> Teacher makes reference to the scale or rubric throughout the lesson</li> </ul>	<b>Student Evidence</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, students can explain the learning goals for the lesson.</li> <li><input type="checkbox"/> When asked, students can explain how their current activities related to the learning goal.</li> <li><input type="checkbox"/> When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric.</li> </ul>

<b>How Am I Doing?</b>				
	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<b>Providing clear learning goals and scales (rubrics)</b>	I adapt and create new strategies for unique student needs and situations.	I provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, and I monitor students' understanding of the learning goal and the levels of performance.	I provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: Routine Lesson Segments</b>	
<b>2. What do I typically do to track student progress?</b>	
The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher helps students track their individual progress on the learning goal.</li> <li><input type="checkbox"/> Teacher assigns scores using a scale or rubric that depicts student status relative to the learning goal.</li> <li><input type="checkbox"/> Teacher uses formal and informal means to assign scores to students.</li> <li><input type="checkbox"/> Teacher charts the progress of the entire class on the learning goal.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, students can describe their status relative to the learning goal using the scale or rubric.</li> <li><input type="checkbox"/> Students systematically update their status on the learning goal.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Tracking student progress</b>	I adapt and create new strategies for unique student needs and situations.	I facilitate tracking of student progress using a formative approach to assessment, and I monitor the extent to which students understand their level of performance.	I facilitate tracking of student progress using a formative approach to assessment, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

Domain 1: Routine Lesson Segments	
3. What do I typically do to celebrate success	
The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher acknowledges students who have achieved a certain score on the scale or rubric.</li> <li><input type="checkbox"/> Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal.</li> <li><input type="checkbox"/> Teacher acknowledges and celebrates the final status and progress of the entire class.</li> <li><input type="checkbox"/> Teacher uses a variety of ways to celebrate success:                             <ul style="list-style-type: none"> <li>· Show of hands</li> <li>· Certification of success</li> <li>· Parent notification</li> <li>· Round of applause</li> </ul> </li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students show signs of pride regarding their accomplishments in the class.</li> <li><input type="checkbox"/> When asked, students say they want to continue to make progress.</li> </ul>

How Am I Doing?				
	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<b>Celebrating success</b>	I adapt and create new strategies for unique student needs and situations.	I provide students with recognition of their current status and their knowledge gain relative to the learning goal, and I monitor the extent to which students are motivated to enhance their status.	I provide students with recognition of their current status and their knowledge gain relative to the learning goal, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

Domain 1: Routine Lesson Segments	
<b>Design Question #2:</b> What will I do to establish maintain classroom rules and procedures?	
<b>4. What do I typically do to establish and maintain classroom rules and procedures</b>	
The teacher reviews expectations regarding rules and procedures to ensure their effective execution.	
<b>Teacher Evidence</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher involves students in designing classroom routines.</li> <li><input type="checkbox"/> Teacher uses classroom meetings to review and process rules and procedures.</li> <li><input type="checkbox"/> Teacher reminds students of rules and procedures.</li> <li><input type="checkbox"/> Teacher asks students to restate or explain rules and procedures.</li> <li><input type="checkbox"/> Teacher provides cues or signals when a rule or procedure should be used.</li> </ul>	<b>Student Evidence</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students follow clear routines during class.</li> <li><input type="checkbox"/> When asked, students can describe established rules and procedures.</li> <li><input type="checkbox"/> When asked, students describe the classroom as an orderly place.</li> <li><input type="checkbox"/> Students recognize cues and signals from the teacher.</li> <li><input type="checkbox"/> Students regulate their own behavior.</li> </ul>

How Am I Doing?				
	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<b>Establishing and maintaining classroom rules and procedures</b>	I adapt and create new strategies for unique student needs and situations.	I establish and review expectations regarding rules and procedures, and I monitor the extent to which students understand the rules and procedures.	I establish and review expectations regarding rules and procedures, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: Routine Lesson Segments</b>	
<b>5. What do I typically do organize the physical layout of the classroom?</b>	
The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The physical layout of the classroom has clear traffic patterns.</li> <li><input type="checkbox"/> The physical layout of the classroom provides easy access to materials and centers.</li> <li><input type="checkbox"/> The classroom is decorated in a way that enhances student learning:                             <ul style="list-style-type: none"> <li>• Bulletin boards relate to current content.</li> <li>• Students' work is displayed.</li> </ul> </li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students move easily about the classroom.</li> <li><input type="checkbox"/> Students make use of materials and learning centers.</li> <li><input type="checkbox"/> Students attend to examples of their work that are displayed.</li> <li><input type="checkbox"/> Students attend to information on bulletin boards.</li> <li><input type="checkbox"/> Students can easily focus on instruction.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Organizing the physical layout of the classroom</b>	I adapt and create new strategies for unique student needs and situations.	I organize the physical layout of the classroom to facilitate movement and focus on learning, and I monitor the impact of the environment on student learning.	I organize the physical layout of the classroom to facilitate movement and focus on learning, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

Domain 1: Content Lesson Segments	
<b>Design Question #3:</b> What will I do to help students effectively interact with new knowledge?	
<b>6. What do I typically do to identify critical information</b>	
The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher begins the lesson by explaining why upcoming content is important.</li> <li><input type="checkbox"/> Teacher tells students to get ready for some important information.</li> <li><input type="checkbox"/> Teacher cues the importance of upcoming information in some indirect fashion:                             <ul style="list-style-type: none"> <li>· Tone of voice</li> <li>· Body position</li> <li>· Level of excitement</li> </ul> </li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, students can describe the level of importance of the information addressed in class.</li> <li><input type="checkbox"/> When asked, students can explain why the content is important to pay attention to.</li> <li><input type="checkbox"/> Students visibly adjust their level of engagement.</li> </ul>

How Am I Doing?				
	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<b>Identifying critical information</b>	I adapt and create new strategies for unique student needs and situations.	I signal to students which content is critical versus noncritical, and I monitor the extent to which students are attending to critical information.	I signal to students which content is critical versus noncritical, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: Content Lesson Segments</b>	
<b>7. What do I typically do to organize students to interact with new knowledge?</b>	
The teacher organized students into small groups to facilitate the processing of new information.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher has established routines for student grouping and student interaction groups.</li> <li><input type="checkbox"/> Teacher organizes students into ad hoc groups for the lesson:                             <ul style="list-style-type: none"> <li>· Pairs</li> <li>· Triads</li> <li>· Small groups up to about five students</li> </ul> </li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students move to groups in an orderly fashion.</li> <li><input type="checkbox"/> Students appear to understand expectations about appropriate behavior in groups:                             <ul style="list-style-type: none"> <li>· Respect opinions of others</li> <li>· Add their perspective to discussions</li> <li>· Ask and answer questions</li> </ul> </li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Organizing students to interact with new knowledge</b>	I adapt and create new strategies for unique student needs and situations.	I organize students into small groups to facilitate the processing of new knowledge, and I monitor group processing.	I organize students into small groups to facilitate the processing of new knowledge, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: Content Lesson Segments</b>	
<b>8. What do I typically do to preview new content?</b>	
The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher uses preview questions before reading.</li> <li><input type="checkbox"/> Teacher uses K-W-L strategy or variation of it.</li> <li><input type="checkbox"/> Teacher asks or reminds students of what they already know about the topic</li> <li><input type="checkbox"/> Teacher provides an advance organizer:                             <ul style="list-style-type: none"> <li>· Outline</li> <li>· Graphic Organizer</li> </ul> </li> <li><input type="checkbox"/> Teacher has students brainstorm.</li> <li><input type="checkbox"/> Teacher uses an anticipation guide.</li> <li><input type="checkbox"/> Teacher uses a motivational hook or launching activity:                             <ul style="list-style-type: none"> <li>· Anecdotes</li> <li>· Short selection from video</li> </ul> </li> <li><input type="checkbox"/> Teacher uses a word splash activity to connect vocabulary to upcoming content.</li> <li><input type="checkbox"/> When necessary, the teacher re-teaches basic information or skills.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, students can explain linkage with prior knowledge.</li> <li><input type="checkbox"/> When asked, students make predictions about upcoming content.</li> <li><input type="checkbox"/> When asked, students can provide a purpose for what they are about to learn.</li> <li><input type="checkbox"/> Students actively engage in previewing activities.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Previewing new content</b>	I adapt and create new strategies for unique student needs and situations.	I engage students in learning activities that require them to preview and link new knowledge to what has been addressed, and I monitor the extent to which students are making linkages.	I engage students in learning activities that require them to preview and link new knowledge to what has been addressed, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: Content Lesson Segments</b>	
<b>9. What do I typically do to chunk content into “digestible bites”?</b>	
Based on student needs, the teacher breaks the content into small chunks (that is, “digestible bites”) of information that can be easily processed by students.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher stops at strategic points in a verbal presentation.</li> <li><input type="checkbox"/> While playing a video, the teacher pauses the video at key junctures.</li> <li><input type="checkbox"/> During a demonstration, the teacher stops at strategic points.</li> <li><input type="checkbox"/> While students are reading information or stories orally as a class, the teacher stops at strategic points.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, students can explain why the teacher is stopping at various points.</li> <li><input type="checkbox"/> Students appear to know what is expected of them when the teacher stops at strategic points.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Chunking content into “digestible bites”</b>	I adapt and create new strategies for unique student needs and situations.	I break input experiences into small chunks based on student needs, and I monitor the extent to which chunks are appropriate.	I break input experiences into small chunks based on student needs, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: Content Lesson Segments</b>	
<b>10. What do I typically do to help students process new information</b>	
During breaks in the presentation of content, the teacher engages students in actively processing new information.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher has group members summarize new information.</li> <li><input type="checkbox"/> Teacher employs formal group processing strategies:                             <ul style="list-style-type: none"> <li>· Jigsaw</li> <li>· Reciprocal teaching</li> <li>· Concept attainment</li> </ul> </li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, students can explain what they have just learned.</li> <li><input type="checkbox"/> Students volunteer predictions.</li> <li><input type="checkbox"/> Students voluntarily ask clarification questions.</li> <li><input type="checkbox"/> Groups are actively discussing the content:                             <ul style="list-style-type: none"> <li>· Group members ask each other and answer questions about the information.</li> <li>· Group members make predictions about what they expect next.</li> </ul> </li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Helping students process new information</b>	I adapt and create new strategies for unique student needs and situations.	I engage students in summarizing, predicting, and questioning activities, and I monitor the extent to which chunks are appropriate.	I engage students in summarizing, predicting, and questioning activities, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: Content Lesson Segments</b>	
<b>11. What do I typically do to help students elaborate on new information</b>	
The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher asks explicit questions that require students to make elaborative inferences about the content.</li> <li><input type="checkbox"/> Teacher asks students to explain and defend their inferences.</li> <li><input type="checkbox"/> Teacher presents situations or problems that require inferences.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students volunteer answers to inferential questions.</li> <li><input type="checkbox"/> Students provide explanations and “proofs” for inferences.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Helping students elaborate on new information</b>	I adapt and create new strategies for unique student needs and situations.	I engage students in answering inferential questions, and I monitor the extent to which students elaborate on what was explicitly taught.	I engage students in answering inferential questions, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: Content Lesson Segments</b>	
<b>12. What do I typically do to help students record and represent knowledge?</b>	
The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher asks students to summarize the information they have learned.</li> <li><input type="checkbox"/> Teacher asks students to generate notes that identify critical information in the content.</li> <li><input type="checkbox"/> Teacher asks students to create nonlinguistic representations for new content:                             <ul style="list-style-type: none"> <li>· Graphic organizers</li> <li>· Pictures</li> <li>· Pictographs</li> <li>· Flow Charts</li> </ul> </li> <li><input type="checkbox"/> Teacher asks students to create mnemonics that organize the content.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students' summaries and notes include critical content.</li> <li><input type="checkbox"/> Students' nonlinguistic representations include critical content.</li> <li><input type="checkbox"/> When asked, students can explain the main points of the lesson.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Helping students record and represent knowledge</b>	I adapt and create new strategies for unique student needs and situations.	I engage students in activities that help them record their understanding of new content in linguistic and/or nonlinguistic ways, and I monitor the extent to which this enhances students' understanding	I engage students in activities that help them record their understanding of new content in linguistic and/or nonlinguistic ways, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: Content Lesson Segments</b>	
<b>13. What do I typically do to help students reflect on their learning?</b>	
The teacher engages students in activities that help them reflect on their learning and the learning process.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher asks students to state or record what they are clear about and what they are confused about.</li> <li><input type="checkbox"/> Teacher asks students to state or record how hard they tried.</li> <li><input type="checkbox"/> Teacher asks students to state or record what they might have done to enhance their learning.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, students can explain what they are clear about and what they are confused about.</li> <li><input type="checkbox"/> When asked, students can describe how hard they tried.</li> <li><input type="checkbox"/> When asked, students can explain what they could have done to enhance their learning.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Helping students reflect on their learning</b>	I adapt and create new strategies for unique student needs and situations.	I engage students in reflecting on their own learning and the learning process, and I monitor the extent to which students self-assess their understanding and effort.	I engage students in reflecting on their own learning and the learning process, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

Domain 1: Content Lesson Segments	
<b>Design Question #4:</b> What will I do to help students practice and deepen their understanding of new knowledge?	
<b>14. What do I typically do to review content?</b>	
The teacher engages students in a brief review of content that highlights the critical information	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher begins the lesson with a brief review of content.</li> <li><input type="checkbox"/> Teacher uses specific strategies to review information:                             <ul style="list-style-type: none"> <li>· Summary</li> <li>· Problem that must be solved using previous information</li> <li>· Questions that require a review of content</li> <li>· Demonstration</li> <li>· Brief practice test or exercise</li> </ul> </li> <li><input type="checkbox"/> When necessary, the teacher reteaches basic information or skills.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, students can describe the previous content on which the new lesson is based.</li> <li><input type="checkbox"/> Student responses to class activities indicate that they recall previous content.</li> </ul>

How Am I Doing?				
	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<b>Reviewing content</b>	I adapt and create new strategies for unique student needs and situations.	I engage students in a brief review of content that highlights the critical information, and I monitor the extent to which students can recall and describe previous content.	I engage students in a brief review of content that highlights the critical information, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: Content Lesson Segments</b>	
<b>15. What do I typically do to organize students to practice and deepen knowledge?</b>	
The teacher uses grouping in ways that facilitate practicing and deepening knowledge.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content.</li> <li><input type="checkbox"/> Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, students explain how the group work supports their learning.</li> <li><input type="checkbox"/> While in groups, students interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process such as the following:                             <ul style="list-style-type: none"> <li>· Asking each other questions</li> <li>· Obtaining feedback from their peers</li> </ul> </li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Organizing students to practice and deepen knowledge</b>	I adapt and create new strategies for unique student needs and situations.	I organize students into groups to practice and deepen their knowledge, and I monitor the extent to which the group work extends their learning.	I organize students into groups to practice and deepen their knowledge, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: Content Lesson Segments</b>	
<b>16. What do I typically do to use homework?</b>	
When appropriate (as opposed to routinely), the teacher designs homework to deepen students' knowledge of informational content or practice skill, strategy, or process.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher communicates a clear purpose for homework.</li> <li><input type="checkbox"/> Teacher extends an activity that was begun in class to provide students with more time.</li> <li><input type="checkbox"/> Teacher assigns a well-crafted homework assignment that allows students to practice and deepen their knowledge independently.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, students can describe how the homework assignment will deepen their understanding of informational content or help them practice a skill, strategy, or process</li> <li><input type="checkbox"/> Students ask clarifying questions of the homework that help them understand its purpose.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Using homework</b>	I adapt and create new strategies for unique student needs and situations.	When appropriate (as opposed to routinely), I assign homework that is designed to deepen knowledge of information or provide practice with a skill strategy, or process; and I monitor the extent to which students understand the homework.	When appropriate (as opposed to routinely), I assign homework that is designed to deepen knowledge of information or provide practice with a skill strategy, or process, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: Content Lesson Segments</b>	
<b>17. What do I typically do to help students examine similarities and differences?</b>	
When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher engages students in activities that require students to examine similarities and differences between content:                             <ul style="list-style-type: none"> <li>· Comparison activities</li> <li>· Classifying activities</li> <li>· Analogy activities</li> <li>· Metaphor activities</li> </ul> </li> <li><input type="checkbox"/> Teacher facilitates the use of these activities to help students deepen their understanding of content:                             <ul style="list-style-type: none"> <li>· Asks students to summarize what they have learned from the activity</li> <li>· Asks students to explain how the activity has added to their understanding</li> </ul> </li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student artifacts indicate that their knowledge has been extended as a result of the activity.</li> <li><input type="checkbox"/> When asked about the activity, student responses indicate they have deepened their understanding.</li> <li><input type="checkbox"/> When asked, students can explain similarities and differences.</li> <li><input type="checkbox"/> Student artifacts indicate they can identify similarities and differences.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Helping students examine similarities and differences</b>	I adapt and create new strategies for unique student needs and situations.	When content is informational, I engage students in activities that require them to examine similarities and differences, and I monitor the extent to which students understand the homework.	When content is informational, I engage students in activities that require them to examine similarities and differences, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: Content Lesson Segments</b>	
<b>18. What do I typically do to help students examine errors in reasoning?</b>	
When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher asks students to examine information for errors or informal fallacies such as:                             <ul style="list-style-type: none"> <li>· Faulty logic</li> <li>· Attack</li> <li>· Weak reference</li> <li>· Misinformation</li> </ul> </li> <li><input type="checkbox"/> Teacher asks students to examine the strength of support presented for a claim by looking for the following:                             <ul style="list-style-type: none"> <li>· Statement of a clear claim</li> <li>· Evidence for the claim presented</li> <li>· Qualifiers presented showing exceptions to the claim</li> </ul> </li> <li><input type="checkbox"/> Teacher asks students to examine claims to determine if they contain statistical limitations involving regression, conjunction, base rates, extrapolation, or the cumulative nature of risk.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, students can describe errors or informal fallacies in information.</li> <li><input type="checkbox"/> When asked, students can explain the overall structure of an argument presented to support a claim.</li> <li><input type="checkbox"/> Student artifacts indicate that they can identify errors in reasoning.</li> <li><input type="checkbox"/> When asked, students can describe common statistical errors.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Helping students examine errors in reasoning</b>	I adapt and create new strategies for unique student needs and situations.	When content is informational, I engage students in activities that require them to examine their own reasoning or the logic of information as presented to them, and I monitor the extent to which students deepen their knowledge.	When content is informational, I engage students in activities that require them to examine their own reasoning or the logic of information as presented to them, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: Content Lesson Segments</b>	
<b>19. What do I typically do to help students practice skills, strategies, and processes?</b>	
When content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher engages students in masses and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process, such as the following:                             <ul style="list-style-type: none"> <li>· Guided practice if students cannot perform the skill, strategy, or process independently</li> <li>· Independent practice if students can perform the skill, strategy, or process independently</li> </ul> </li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students perform the skill, strategy, or process with increased confidence.</li> <li><input type="checkbox"/> Students perform the skill, strategy, or process with increased competence.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Helping students practice skills, strategies, and processes</b>	I adapt and create new strategies for unique student needs and situations.	When content involves a skill, strategy, or process, I engage students in practice activities, and I monitor the extent to which the practice is increasing student fluency.	When content involves a skill, strategy, or process, I engage students in practice activities, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: Content Lesson Segments</b>	
<b>20. What do I typically do to help students revise knowledge?</b>	
The teacher engages students in revision of previous knowledge about content addressed in previous lessons.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher asks students to examine previous entries in their academic notebooks or notes.</li> <li><input type="checkbox"/> Teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content.</li> <li><input type="checkbox"/> Teacher has students explain how their understanding has changed.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students make corrections to information previously recorded about content.</li> <li><input type="checkbox"/> When asked, students can explain previous errors or misconceptions they had about content.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Helping students revise knowledge</b>	I adapt and create new strategies for unique student needs and situations.	I engage students in revision of previous content, and I monitor the extent to which these revisions deepen students' understanding.	I engage students in revision of previous content, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: Content Lesson Segments</b>	
<b>Design Question #5:</b> What will I do to help students generate and test hypotheses about new knowledge?	
<b>21. What do I typically do to organize students for cognitively complex tasks?</b>	
The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.	
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher establishes the need to generate and test hypotheses. <input type="checkbox"/> Teacher organizes students into groups to generate and test hypotheses.	<b>Student Evidence</b> <input type="checkbox"/> When asked, students describe the importance of generating and testing hypotheses about content. <input type="checkbox"/> When asked, students explain how groups support their learning. <input type="checkbox"/> Students use group activities to help them generate and test hypotheses.

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Organizing students for cognitively complex tasks</b>	I adapt and create new strategies for unique student needs and situations.	I organize students into groups to facilitate working on cognitively complex tasks, and I monitor the extent to which group processes facilitate generating and testing hypotheses.	I organize students into groups to facilitate working on cognitively complex tasks, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: Content Lesson Segments</b>	
<b>22. What do I typically do to engage students in cognitively complex tasks involving hypothesis generation and testing?</b>	
The teacher engages students in complex tasks (for example, decision-making, problem-solving, experimental-inquiry, and investigation tasks) that require them to generate and test hypotheses.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher engages students with an explicit decision-making, problem-solving, experimental-inquiry, or investigation task that requires them to generate and test hypotheses.</li> <li><input type="checkbox"/> Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students are clearly working on tasks that require them to generate and test hypothesis.</li> <li><input type="checkbox"/> When asked, students can explain the hypothesis they are testing.</li> <li><input type="checkbox"/> When asked, students can explain whether their hypothesis was confirmed or disconfirmed.</li> <li><input type="checkbox"/> Student artifacts indicate that they can engage in decision-making, problem-solving, experimental-inquiry, or investigation tasks.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Engaging students in cognitively complex tasks involving hypothesis generation and testing</b>	I adapt and create new strategies for unique student needs and situations.	I engage students in cognitively complex tasks (for example, decision-making, problem-solving, experimental-inquiry, and investigation tasks), and I monitor the extent to which students are generating and testing hypotheses.	I engage students in cognitively complex tasks (for example, decision-making, problem-solving, experimental-inquiry, and investigation tasks), but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

Domain 1: Content Lesson Segments	
<b>23. What do I typically do to provide resources and guidance?</b>	
The teacher acts as resource provider and guide as students engage in cognitively complex tasks.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher asks students to provide support for their claims.</li> <li><input type="checkbox"/> Teacher asks students to examine their claims for errors in reasoning or statistical limitations.</li> <li><input type="checkbox"/> Teacher makes himself or herself available to students who need guidance or resources by doing the following:               <ul style="list-style-type: none"> <li>· Circulating around the room</li> <li>· Providing easy access to himself or herself</li> </ul> </li> <li><input type="checkbox"/> Teacher interacts with students during the class to determine their needs for hypothesis generating and testing tasks.</li> <li><input type="checkbox"/> Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students provide grounds, backing, and qualifiers to support their claims.</li> <li><input type="checkbox"/> Students find and correct errors or limitations in their claims.</li> <li><input type="checkbox"/> Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks.</li> <li><input type="checkbox"/> When asked, students can explain how the teacher provides assistance and guidance for hypothesis generation and testing tasks.</li> </ul>

How Am I Doing?				
	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<b>Providing resources and guidance</b>	I adapt and create new strategies for unique student needs and situations.	I act as a guide and resource provider as students engage in cognitively complex tasks, and I monitor the extent to which students request and use guidance and resources.	I act as a guide and resource provider as students engage in cognitively complex tasks, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: On-the-Spot Lesson Segments</b>	
<b>Design Question #6:</b> What will I do to engage students?	
24. <b>What do I typically do to notice when students are not engaged?</b>	
The teacher scans the room, making note of when students are not engaged and taking overt action.	
<b>Teacher Evidence</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher notices when specific students or groups of students are not engaged.</li> <li><input type="checkbox"/> Teacher notices when the energy level in the room is low.</li> <li><input type="checkbox"/> Teacher takes action to re-engage students.</li> </ul>	<b>Student Evidence</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students appear aware of the fact that the teacher is taking note of their level of engagement.</li> <li><input type="checkbox"/> Students try to increase their level of engagement when prompted.</li> <li><input type="checkbox"/> When asked, students explain that the teacher expects high levels of engagement.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Noticing when students are not engaged</b>	I adapt and create new strategies for unique student needs and situations.	I scan the room, making note of when students are not engaged and taking action, and I monitor the extent to which students re-engage.	I scan the room, making note of when students are not engaged and taking action, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: On-the-Spot Lesson Segments</b>	
<b>25. What do I typically do to use academic games?</b>	
The teacher uses academic games and inconsequential competition to maintain student engagement.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher uses structured game formats such as:                             <ul style="list-style-type: none"> <li>· What is the Question?</li> <li>· Name That Category</li> <li>· Talk a Mile a Minute</li> <li>· Classroom Feud</li> </ul> </li> <li><input type="checkbox"/> Teacher develops impromptu games, such as making a game out of guessing which answer might be correct for a given question.</li> <li><input type="checkbox"/> Teacher uses inconsequential competition along with classroom games.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students engage in the games with some enthusiasm.</li> <li><input type="checkbox"/> When asked, students can explain how the games keep their interest and help them learn or remember content.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Using academic games</b>	I adapt and create new strategies for unique student needs and situations.	I use academic games and inconsequential competition to maintain student engagement, and I monitor the extent to which student focus on the academic content of the game.	I use academic games and inconsequential competition to maintain student engagement, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: On-the-Spot Lesson Segments</b>	
<b>26. What do I typically do to manage response rates?</b>	
The teacher uses response-rate techniques to maintain student engagement in questions.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher uses wait time.</li> <li><input type="checkbox"/> Teacher uses response cards</li> <li><input type="checkbox"/> Teacher has students use hand signals to respond to questions.</li> <li><input type="checkbox"/> Teacher uses choral response.</li> <li><input type="checkbox"/> Teacher uses technology to keep track of students' responses.</li> <li><input type="checkbox"/> Teacher uses response chaining.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Multiple students or the entire class respond to questions the teacher poses.</li> <li><input type="checkbox"/> When asked, students can describe their thinking about specific questions the teacher poses.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Managing response rates</b>	I adapt and create new strategies for unique student needs and situations.	I use response-rate techniques to maintain student engagement in questions, and I monitor the extent to which the techniques keep students engaged.	I use response-rate techniques to maintain student engagement in questions, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: On-the-Spot Lesson Segments</b>	
<b>27. What do I typically do to use physical movement?</b>	
The teacher uses physical movement to maintain student engagement.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher has students stand up and stretch or do related activities when their energy is low.</li> <li><input type="checkbox"/> Teacher uses activities that require students to physically move to respond to questions, such as:                             <ul style="list-style-type: none"> <li>· Vote with your feet</li> <li>· Corners activity</li> </ul> </li> <li><input type="checkbox"/> Teacher has students physically act out or model content to increase energy and engagement.</li> <li><input type="checkbox"/> Teacher uses give one, get one activities that require students to move about the room.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students engage in the physical activities the teacher designs.</li> <li><input type="checkbox"/> When asked, students can explain how the physical movement keeps their interest and help them learn.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Using physical movement</b>	I adapt and create new strategies for unique student needs and situations.	I use physical movement to maintain student engagement, and I monitor the extent to which these activities enhance student engagement.	I use physical movement to maintain student engagement, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: On-the-Spot Lesson Segments</b>	
<b>28. What do I typically do to maintain a lively pace?</b>	
The teacher uses pacing techniques to maintain students' engagement.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher employs crisp transitions from one activity to another.</li> <li><input type="checkbox"/> Teacher alters pace appropriately (speeds up or slows down).</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students quickly adapt to transitions and re-engage when a new activity begins.</li> <li><input type="checkbox"/> When asked about the pace of the class, students describe it as neither too fast nor too slow.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Maintaining a lively pace</b>	I adapt and create new strategies for unique student needs and situations.	I use pacing techniques to maintain students' engagement, and I monitor the extent to which these techniques keep students engaged.	I use pacing techniques to maintain students' engagement, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: On-the-Spot Lesson Segments</b>	
<b>29. What do I typically do demonstrate intensity and enthusiasm?</b>	
The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher describes personal experiences that relate to the content.</li> <li><input type="checkbox"/> Teacher signals excitement for content with the following:                             <ul style="list-style-type: none"> <li>· Physical gestures</li> <li>· Voice tone</li> <li>· Dramatization of information</li> </ul> </li> <li><input type="checkbox"/> Teacher overtly adjusts the energy level.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, students say that the teacher “likes the content” and “likes teaching”.</li> <li><input type="checkbox"/> Students’ attention levels increase when the teacher demonstrates enthusiasm and intensity for the content.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Demonstrating intensity and enthusiasm</b>	I adapt and create new strategies for unique student needs and situations.	I demonstrate intensity and enthusiasm for the content in a variety of ways, and I monitor the extent to which students’ engagement increases.	I demonstrate intensity and enthusiasm for the content in a variety of ways, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don’t.

<b>Domain 1: On-the-Spot Lesson Segments</b>	
<b>30. What do I typically do to use friendly controversy?</b>	
The teacher uses friendly controversy techniques to maintain student engagement.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher uses structures mini-debates about the content.</li> <li><input type="checkbox"/> Teacher has students examine multiple perspectives and opinions about the content.</li> <li><input type="checkbox"/> Teacher elicits different opinions on content from members of the class.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students engage in friendly controversy activities with enhanced engagement.</li> <li><input type="checkbox"/> When asked, students describe friendly controversy activities as “stimulating,” “fun,” and so on.</li> <li><input type="checkbox"/> When asked, students explain how a friendly controversy activity helped them better understand the content.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Using friendly controversy</b>	I adapt and create new strategies for unique student needs and situations.	I use friendly controversy techniques to maintain student engagement, and I monitor the effect on students’ engagement.	I use friendly controversy techniques to maintain student engagement, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don’t.

<b>Domain 1: On-the-Spot Lesson Segments</b>	
<b>31. What do I typically do to provide opportunities for students to talk about themselves?</b>	
The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher is aware of student interests and makes connections between these interests and class content.</li> <li><input type="checkbox"/> Teacher structures activities that ask students to make connections between the content and their personal interests</li> <li><input type="checkbox"/> When students explain how content relates to their personal interests, the teacher appears encouraging and interested.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students engage in activities that require them to make connections between their personal interests and the content.</li> <li><input type="checkbox"/> When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Providing opportunities for students to talk about themselves</b>	I adapt and create new strategies for unique student needs and situations.	I provide students with opportunities to relate what is being addressed in class to their personal interests, and I monitor the extent to which these activities enhance student engagement.	I provide students with opportunities to relate what is being addressed in class to their personal interests, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

Domain 1: On-the-Spot Lesson Segments	
<b>32. What do I typically do to present unusual or intriguing information?</b>	
The teacher uses unusual or intriguing information about the content in a manner than enhances student engagement.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher systematically provides interesting facts and details about the content.</li> <li><input type="checkbox"/> Teacher encourages students to identify interesting information about the content.</li> <li><input type="checkbox"/> Teacher engages students in activities, like “believe it or not,” about the content.</li> <li><input type="checkbox"/> Teacher uses guest speakers to provide unusual information about the content.</li> <li><input type="checkbox"/> Teacher tells stories that are related to the content.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students’ attention increases when unusual information is presented about the content.</li> <li><input type="checkbox"/> When asked, students explain how the unusual information makes them more interested in the content.</li> </ul>

How Am I Doing?				
	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<b>Presenting unusual or intriguing information</b>	I adapt and create new strategies for unique student needs and situations.	I use unusual or intriguing information about the content, and I monitor the extent to which this information enhances students’ interest in the content.	I use unusual or intriguing information about the content, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don’t.

Domain 1: On-the-Spot Lesson Segments	
<b>Design Question #7:</b> What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?	
33. <b>What do I typically do to demonstrate “withitness”?</b>	
The teacher uses behaviors associated with “withitness” to maintain adherence to rules and procedures.	
<b>Teacher Evidence</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher physically occupies all quadrants of the room.</li> <li><input type="checkbox"/> Teacher scans the entire room, making eye contact with all students.</li> <li><input type="checkbox"/> Teacher recognizes potential sources of disruption and deals with them immediately.</li> <li><input type="checkbox"/> Teacher proactively addresses inflammatory situations.</li> </ul>	<b>Student Evidence</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students recognize that the teacher is aware of their behavior.</li> <li><input type="checkbox"/> When asked, students describe the teacher as “aware of what is going on” or as someone who “has eyes in the back of his or her head.”</li> </ul>

How Am I Doing?				
	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<b>Demonstrating “withitness”</b>	I adapt and create new strategies for unique student needs and situations.	I use, behaviors associated with “withitness”, and I monitor the effect on students’ behavior.	I use behaviors associated with “withitness”, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don’t.

**Domain 1: On-the-Spot Lesson Segments**

34. **What do I typically do to apply consequences for lack of adherence to rules and procedures?**

The teacher consistently and fairly applies consequences for not following rules and procedures.

**Teacher Evidence**

- Teacher provides nonverbal signals when students' behavior is not appropriate, such as:
  - Eye contact
  - Proximity
  - Tap on the desk
  - Shaking head "no"
- Teacher provides verbal signals when students' behavior is not appropriate, such as:
  - Telling students to stop
  - Telling students that their behavior is in violation of a rule or procedure
- Teacher uses group contingency consequences when appropriate (that is, the whole group must demonstrate a specific behavior).
- Teacher involves the home when appropriate (that is, he or she makes a call home to parents to help extinguish inappropriate behavior).
- Teacher uses direct cost consequences when appropriate (for example, a student must fix something he or she has broken).

**Student Evidence**

- Students cease inappropriate behavior when the teacher signals.
- Students accept consequences as part of the way class is conducted.
- When asked, students describe the teacher as fair in application of rules.

**How Am I Doing?**

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Applying consequences for lack of adherence to rules and procedures</b>	I adapt and create new strategies for unique student needs and situations.	I apply consequences for not following rules and procedures consistently and fairly, and I monitor the extent to which rules and procedures are followed.	I apply consequences for not following rules and procedures consistently and fairly, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: On-the-Spot Lesson Segments</b>	
<b>35. What do I typically do to acknowledge adherence to rules and procedures?</b>	
The teacher consistently and fairly acknowledges adherence to rules and procedures.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher provides nonverbal signals that a rule or procedure has been followed, such as:                             <ul style="list-style-type: none"> <li>· Smile</li> <li>· Nod of head</li> <li>· High five</li> </ul> </li> <li><input type="checkbox"/> Teacher gives verbal cues that a rule or procedure has been followed, such as:                             <ul style="list-style-type: none"> <li>· Thanking students for following a rule or procedure</li> <li>· Describing student behaviors that adhere to a rule or procedure</li> </ul> </li> <li><input type="checkbox"/> Teacher notifies the home when a rule or procedure has been followed.</li> <li><input type="checkbox"/> Teacher uses tangible recognition when a rule or procedure has been followed, such as:                             <ul style="list-style-type: none"> <li>· Certificate of merit</li> <li>· Token economies</li> </ul> </li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students appear appreciative of the teacher acknowledging their positive behavior.</li> <li><input type="checkbox"/> When asked, students describe the teacher as appreciative of their good behavior.</li> <li><input type="checkbox"/> The number of students adhering to rules and procedures increases.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Acknowledging adherence to rules and procedures</b>	I adapt and create new strategies for unique student needs and situations.	I acknowledge adherence to rules and procedures consistently and fairly, and I monitor the extent to which my actions affect students' behavior.	I acknowledge adherence to rules and procedures consistently and fairly, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: On-the-Spot Lesson Segments</b>	
<b>Design Question #8:</b> What will I do to establish and maintain effective relationships with students?	
36. <b>What do I typically do to understand students' interests and background?</b>	
The teacher uses students' interests and background to produce a climate of acceptance and community.	
<b>Teacher Evidence</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher has side discussions with students about events in their lives.</li> <li><input type="checkbox"/> Teacher has discussions with students about topics they are interested in.</li> <li><input type="checkbox"/> Teacher builds student interests into lessons.</li> </ul>	<b>Student Evidence</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, students describe the teacher as someone who knows them and is interested in them.</li> <li><input type="checkbox"/> Students respond when the teacher demonstrates understanding of their interests and background.</li> <li><input type="checkbox"/> When asked, students say they feel accepted.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Understanding students' interests and background</b>	I adapt and create new strategies for unique student needs and situations.	I use students' interests and background during interactions with students, and I monitor the sense of community in the classroom.	I use students' interests and background during interactions with students, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: On-the-Spot Lesson Segments</b>	
<b>37. What do I typically do to use verbal and nonverbal behaviors that indicate affection for students?</b>	
When appropriate, the teacher uses verbal and nonverbal behaviors that indicate affection for students.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher compliments students regarding academic and personal accomplishments.</li> <li><input type="checkbox"/> Teacher engages in informal conversations with students that are not related to academics.</li> <li><input type="checkbox"/> Teacher uses humor with students when appropriate.</li> <li><input type="checkbox"/> Teacher smiles or nods at students when appropriate.</li> <li><input type="checkbox"/> Teacher puts a hand on students' shoulders when appropriate.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, students describe the teacher as someone who cares for them.</li> <li><input type="checkbox"/> Students respond to the teacher's verbal interactions.</li> <li><input type="checkbox"/> Students respond to the teacher's nonverbal actions.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Using verbal and nonverbal behaviors that indicate affection for students</b>	I adapt and create new strategies for unique student needs and situations.	I use verbal and nonverbal behaviors that indicate affection for students, and I monitor the quality of relationships in the classroom	I use verbal and nonverbal behaviors that indicate affection for students, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: On-the-Spot Lesson Segments</b>	
<b>38. What do I typically do to display objectivity and control?</b>	
The teacher behaves in an objective and controlled manner.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher does not exhibit extremes in positive or negative emotions.</li> <li><input type="checkbox"/> Teacher addresses inflammatory issues and events in a calm and controlled manner.</li> <li><input type="checkbox"/> Teacher interacts with all students in the same calm and controlled fashion.</li> <li><input type="checkbox"/> Teacher does not demonstrate personal offense at student misbehavior.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students are settled by the teacher’s calm demeanor.</li> <li><input type="checkbox"/> When asked, the students describe the teacher as in control of himself or herself and in control of the class.</li> <li><input type="checkbox"/> When asked, students say that the teacher does not hold grudges or takes things personally.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Displaying objectivity and control</b>	I adapt and create new strategies for unique student needs and situations.	I behave in an objective and controlled manner, and I monitor the effect on the classroom climate.	I behave in an objective and controlled manner, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

**Domain 1: On-the-Spot Lesson Segments**

**Design Question #9:** What will I do to communicate high expectations for all students?

39. **What do I typically do to demonstrate value and respect for low-expectancy students?**

The teacher exhibits behaviors that demonstrate value and respect for low-expectancy students.

**Teacher Evidence**

- When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high-expectancy students in the past.
- The teacher provides low-expectancy students with nonverbal indications that they are valued and respected, such as:
  - Making eye contact
  - Smiling
  - Making appropriate physical contact
- The teacher provides low-expectancy students with verbal indications that they are valued and respected, such as:
  - Playful dialogue
  - Addressing students in a manner they view as respectful
- Teacher does not allow negative comments about low-expectancy students.

**Student Evidence**

- When asked, students say that the teacher cares for all students.
- Students treat each other with respect.

**How Am I Doing?**

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Demonstrating value and respect for low-expectancy students</b>	I adapt and create new strategies for unique student needs and situations.	I exhibit behaviors that demonstrate value and respect for low-expectancy students, and I monitor the impact on low-expectancy students.	I exhibit behaviors that demonstrate value and respect for low-expectancy students, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: On-the-Spot Lesson Segments</b>	
40. <b>What do I typically do to ask questions of low expectancy students?</b>	
The teacher asks questions of low-expectancy students with the same frequency and depth as with high-expectancy students.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher makes sure low-expectancy students' questions are answered at the same rate as high-expectancy students' questions.</li> <li><input type="checkbox"/> Teacher makes sure low-expectancy students are asked challenging questions at the same rate as high-expectancy students.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, students say the teacher expects everyone to participate.</li> <li><input type="checkbox"/> When asked, students say the teacher asks difficult questions of every student.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Asking questions of low-expectancy students</b>	I adapt and create new strategies for unique student needs and situations.	I ask questions of low-expectancy students with the same frequency and depth as with high-expectancy students, and I monitor the effect on the classroom climate.	ask questions of low-expectancy students with the same frequency and depth as with high-expectancy students, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

<b>Domain 1: On-the-Spot Lesson Segments</b>	
<b>41. What do I typically do to probe incorrect answers with low-expectancy students.</b>	
The teacher probes incorrect answers of low-expectancy students in the same manner as he or she does with high-expectancy students.	
<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher asks low-expectancy students to further explain their answers when they are incorrect.</li> <li><input type="checkbox"/> Teacher rephrases questions for low-expectancy students when they provide an incorrect answer.</li> <li><input type="checkbox"/> Teacher breaks a question into smaller and simpler parts when a low-expectancy student answers a question incorrectly.</li> <li><input type="checkbox"/> When low-expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time.</li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, students say that the teacher won't "let you off the hook."</li> <li><input type="checkbox"/> When asked, students say that the teacher "won't give up on you."</li> <li><input type="checkbox"/> When asked, students say the teacher helps them answer questions successfully.</li> </ul>

<b>How Am I Doing?</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>Probing incorrect answers with low-expectancy students</b>	I adapt and create new strategies for unique student needs and situations.	I probe incorrect answers of low-expectancy students in the same manner as with high-expectancy students, and I monitor the level and quality of responses of low-expectancy students.	a I probe incorrect answers of low-expectancy students in the same manner as with high-expectancy students, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.  I should use the strategy, but I don't.

**APPENDIX B**  
**SMART Goal (SAMPLE)**  
**Elementary School Wide 2016-2017**  
**Reading Goal Grades K to 5**

Name: \_\_\_\_\_  
 Position: \_\_\_\_\_  
 School: \_\_\_\_\_

Phase:            I        II        or        III

**GOAL:**  
 All students will increase their acquisition of reading skills. They will attain benchmark skills by the end of the first grade and kindergarten as defined in the DIBELS assessment, or 41<sup>st</sup> Percentile for NWEA in Grades 2 to 5, in the Spring of 2017.

**Measurement/Assessment – HOW?**  
 Combined DIBELS in Grades K to 1, NWEA in Grades 2 to 5 will be the measure to determine if they are grade level or above.

**Attainable/Achieve – REASONABLE?**  
**Spring 2016, K to 5 = 76%**  
 Highly Effective = *Greater than 76%*  
 Effective = *71% to 76%*  
 Improvement Necessary = *65% to 70%*  
 Does not Meet the Standard = *Less than 65%*

Professional’s Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Evaluator’s Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Principal’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**Relevant – EXPECTED RESULT?**  
 The results are based on the previous year’s District-wide history.  
 By June 2017  
 Summary of the Data: \_\_\_% of students on grade level in June of 2017.

RATING:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards

Professional’s Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Evaluator’s Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Principal’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**SMART Goal (SAMPLE)**  
**Elementary School-Wide 2016-2017**  
**On Grade Level NWEA Grades 2 to 5, Reading,**

Name: \_\_\_\_\_  
 Position: \_\_\_\_\_  
 School: \_\_\_\_\_

Phase:           **I        II       or       III**

**GOAL:**  
 All students will increase their performance in Reading during the 2016-2017 school year and will achieve grade level work by the end of the year based on the NWEA assessment.

**Measurement/Assessment – HOW?**  
 The NWEA Spring 2017 Reading Assessment will be used to determine grade level. A student must be on the 41<sup>st</sup> Percentile of greater to be considered on grade level. Last year 75% of the students were on grade in grades 2 to 5. The goal is increase that performance.

**Attainable/Achieve – REASONABLE?**  
**Spring 2016, Grades 2 to 5 = 75%**  
 Highly Effective = *Greater than 75%*  
 Effective = *70% to 74%*  
 Improvement Necessary = *65% to 69%*  
 Does not Meet the Standard = *Less than 65%*

Professional’s Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Evaluator’s Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Principal’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**Relevant – EXPECTED RESULT?**  
 The results are based on the previous year’s District-wide history.  
 By June 2017  
 Summary of the Data: \_\_\_% of students are on grade level by the Spring of 2017.

RATING:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards

Professional’s Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Evaluator’s Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Principal’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**SMART Goal (SAMPLE)  
Elementary School-Wide  
Growth Targets NWEA Grades 2 to 5, Reading**

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

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

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

Phase:           **I        II        or        III**

**GOAL:**

My students will increase their performance in Reading during the 2016-2017 school year and will meet growth targets based on the Fall 2016 NWEA Assessment and the Spring 2017 NWEA Assessment.

**Measurement/Assessment – HOW?**

The NWEA Spring 2017 Reading Assessment will be used to determine grade level. A student must meet their growth target based on the Fall to Spring Growth Norms. Typically Rochester students exceed the norm in growth, so Highly Effective needs to exceed the performance from the previous year. Effective needs to achieve the norm typical growth targets.

**Attainable/Achieve – REASONABLE?**

**Spring 2016, Grades 2 to 5 = 65 %**

Highly Effective = *Greater than 65%*

Effective = *50% to 65%*

Improvement Necessary = *45% to 49%*

Does not Meet the Standard = *Less than 45%*

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

Date \_\_\_\_\_

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

Date \_\_\_\_\_

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

Date \_\_\_\_\_

**Relevant – EXPECTED RESULT?**

By June 2017

Summary of the Data: \_\_\_% of students met growth targets on the Spring 2017 NWEA Assessment.

RATING:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards

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

Date \_\_\_\_\_

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

Date \_\_\_\_\_

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

Date \_\_\_\_\_

**SMART Goal (SAMPLE)  
Elementary School-Wide 2016-2017  
Growth Targets NWEA Grades 2 to 5, Math**

**Name:** \_\_\_\_\_

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

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

**Phase:**            **I        II        or        III**

**GOAL:**  
My students will increase their performance in Math during the 2016-2017 school year and will meet growth targets based on the Fall 2016 NWEA Assessment and the Spring 2017 NWEA Assessment.

**Measurement/Assessment – HOW?**  
The NWEA Spring 2017 Math Assessment will be used to determine grade level. A student must meet their growth target based on the Fall to Spring Growth Norms. Typically, Rochester students exceed the norm in growth, so Highly Effective needs to exceed the performance from the previous year. Effective needs to achieve the norm typical growth targets.

**Attainable/Achieve – REASONABLE?**  
**Spring 2016, Grades 2 to 5 = 55%**  
Highly Effective = *Greater than 55%*  
Effective = **50% to 54%**  
Improvement Necessary = **45% to 49%**  
Does not Meet the Standard = *Less than 45%*

Professional’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**Relevant – EXPECTED RESULT?**  
By June 2017  
Summary of the Data: \_\_\_% of student met growth targets in the Spring of 2017 NWEA Assessment.

RATING:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards

Professional’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**SMART Goal (SAMPLE)**  
**High School, School-Wide Goal**  
**Competent Students in Grades 9 to 12**

Name: \_\_\_\_\_  
 Position: \_\_\_\_\_  
 School: \_\_\_\_\_

Phase:            I        II        or        III

**GOAL:**  
 Students will become competent based on the course level competencies during the 2016-2017 school year.

**Measurement/Assessment – HOW?**  
 The end of year or semester overall competency grade will be used in each course. Last year 88% of the students in Grades 9 to 12 were competent.

**Attainable/Achieve – REASONABLE?**  
**Spring 2015, Grades 9-12 = 88%**  
 Highly Effective = *Greater than 88%*  
 Effective = *85% to 88%*  
 Improvement Necessary = *81% to 84%*  
 Does not Meet the Standard = *Less than 81%*

Professional’s Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Evaluator’s Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Principal’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**Relevant – EXPECTED RESULT?**  
 The targets are based on the previous year’s data.  
 By June 2017  
 Summary of the Data: \_\_\_% of students were competent.

RATING:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards

Professional’s Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Evaluator’s Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Principal’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**SMART Goal (SAMPLE)**  
**High School Individual**  
**Competent Students in Grades 9 to 12, Math**

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

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

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

Phase:            I        II        or        III

**GOAL:**  
 My students will become competent based on the course level competencies during the 2016-2017 school year.

**Measurement/Assessment – HOW?**  
 The end of year or semester overall competency grade will be used in each course. Last year 88% of the students in Grades 9 to 12 were competent.

**Attainable/Achieve – REASONABLE?**  
**Spring 2015, Grades 9-12 = 88%**  
 Highly Effective = *Greater than 88%*  
 Effective = *85% to 88%*  
 Improvement Necessary = *81% to 84%*  
 Does not Meet the Standard = *Less than 81%*

Professional’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**Relevant – EXPECTED RESULT?**  
 The results are based on the previous year’s District-wide history.  
 By June 2017  
 Summary of the Data: \_\_\_% of students were competent.

RATING:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards

Professional’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**SMART Goal (SAMPLE)  
Middle School Individual  
On Grade Level NWEA Grades 6 to 8, Math**

**Name:** \_\_\_\_\_

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

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

**Phase:**        **I        II        or        III**

**GOAL:**  
My students will increase their performance in Math during the 2015 and 2016 school year and will achieve grade level work by the end of the year.

**Measurement/Assessment – HOW?**  
The NWEA Spring 2016 Math Assessment will be used to determine grade level. A student must be on the 41<sup>st</sup> Percentile of greater to be considered on grade level. Last year 66% of the students were on grade level in grades 6 to 8. The goal is increase that performance for my students.

**Attainable/Achieve – REASONABLE?**  
**Spring 2015, Grades 6 to 8= 66%**  
Highly Effective = *Greater than 66%*  
Effective = *61% to 66%*  
Improvement Necessary = *55% to 60%*  
Does not Meet the Standard = *Less than 55%*

Professional’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**Relevant – EXPECTED RESULT?**  
The results are based on the previous year’s District-wide history.  
By June 2017  
Summary of the Data: \_\_\_% of my students will meet growth targets based on the NWEA Math Assessment.

RATING:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards

Professional’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**APPENDIX C**  
**Evaluation Rubrics**

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## Assessors/Psychologist Self Reflection Rubric

### I. Counseling

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>a. Listening Skills/Awareness of Counselee</b>	Keenly aware of student's thoughts, feelings and non verbal behaviors. Provides space in counseling relationship for student to communicate. Communicates an understanding of the student's perspective with fluency within the counseling relationship. Able to ask open and closed ended questions	Appropriately aware of student's thoughts, feelings and non verbal behaviors. Provides space in counseling relationship for student to communicate. Communicates an understanding of the student's perspective at key junctures. Able to ask open and closed ended questions.	Variable awareness of student's thoughts and feelings. Variably aware of student's non verbal behaviors. Only variably provides space in counseling relationship for student to communicate. May not demonstrate to student that understands the student's perspective. Sometimes over relies on closed ended questions	Limited awareness of student's thoughts and feelings. Limited awareness of student's non verbal behaviors. Does not provide space in counseling relationship for student to communicate. Over reliance on closed ended questions.
<b>b. Awareness of Self in Counseling Process</b>	Consistent awareness of own thoughts, feelings, verbal behaviors and non verbal behaviors in the counseling relationship and how these impact the counselee and counseling process	Awareness of key thoughts, feelings, verbal behaviors and non verbal behaviors in the counseling relationship and how these impact the counselee and counseling process	Variable awareness of own thoughts, feelings, verbal behaviors and non verbal behaviors in the counseling relationship and how these impact the counselee and counseling process	Limited awareness of own thoughts, feelings, verbal behaviors and non verbal behaviors in the counseling relationship and how these impact the counselee and counseling process
<b>c. Feedback</b>	Highly effective in assisting students in developing an awareness and processing the impact of their behavior on others.	Effective in assisting students in developing an awareness and processing the impact of their behavior on others.	Inconsistently attempts to address behavior and provide feedback.	Ignores behavior and does not provide feedback
<b>d. Interventions</b>	Develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.	Creates plans for students that are suitable for them and are aligned with identified needs.	Makes plans for students that are partially suitable or are sporadically aligned with identified needs.	Fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.
<b>e. Goals</b>	Sets goals for the treatment program that are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with students, parents, and colleagues.	Sets goals for the treatment program that are clear and appropriate to the situation in the school and to the age of the students.	Sets goals for the treatment program that are rudimentary and partially suitable to the situation and the age of the students.	Has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.

I. Counseling cont. - Assessors/Psychologist

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>f. Flexibility</b>	Deftly adapts counseling sessions to maximize teachable moments and correct misunderstandings.	Is flexible about modifying counseling sessions to take advantage of teachable moments.	Is focused on implementing counseling session's plans and sometimes misses teachable moments.	Is rigid and inflexible with counseling sessions and rarely takes advantage or teachable moments.
<b>g. Application/Generalization</b>	Consistently has students summarize and internalize what they learn and apply it to multiple real-life situations.	Has students sum up what they have learned and apply it in a different context.	Asks students to think about real-life applications for what they are studying, but does not have students reflect on or apply information.	Does not have students reflect on or apply strategies.
<b>h. Monitoring progress</b>	Effectively gathers information which accurately measures progress.	Gathers information which accurately measures progress.	Gathers information which may not accurately measure progress.	Does not gather information to monitor progress.

### III. Assessment - Assessors/Psychologist

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>a. Evaluation Design</b>	Administers assessments from a broad repertoire and those chosen are most appropriate to the referral question (including thorough record review).	Administers appropriate evaluation instruments selected with appropriate record review.	May not administer appropriate evaluation instruments. Limited historical review.	Resists administering evaluations, selects instruments inappropriate to the situation. Minimal or no gathering of information on history.
<b>b. Standards of Conduct</b>	Establishes standards of conduct in the testing environment, and monitors student behavior against those standards. Corrections for inappropriate behavior during an evaluation are highly effective.	Establishes standards of conduct in the testing environment, and monitors student behavior against those standards. Corrections for inappropriate behavior during an evaluation are effective.	Establishes standards of conduct in the testing environment, however, attempts to monitor and correct inappropriate behavior during an evaluation may not be effective.	No standards of conduct have been established, and psychologist disregards or fails to address inappropriate behavior.
<b>c. Testing environment and materials</b>	Testing environment is individualized to student and evaluator is able to manipulate materials with no interruption to the student.	Testing environment is structured so that it can be easily adjusted to the needs of the student. Evaluator is able to manipulate materials with minimal interruption to the student.	Testing environment can be partially adjusted to meet the needs of students. Test materials are available to the evaluator but require additional effort. He or she is able to manipulate materials.	Test environment is disorganized and poorly suited to student. Materials are difficult to find when needed.
<b>d. Qualitative Behavior Analysis</b>	Consistently able to administer tests within standardization guidelines while integrating information about qualitative responses across tests and adjusting testing accordingly.	Tests administered in accordance with testing standards. Adjusts testing (without sacrificing standardization) based on qualitative observations in a test (e.g., testing the limits). Able to administer tests while integrating information about qualitative responses across tests and adjusts testing accordingly.	Able to administer within standardization guidelines, but only limited ability to interpret qualitative behaviors and utilize those behaviors to inform testing decisions and interpretations.	Unable to administer in standardization guidelines and does not interpret qualitative responses.
<b>e. Report Writing</b>	Written reports are thorough yet concise, well written and include research based, appropriate recommendations.	Written reports are thorough and well written. They include appropriate recommendations.	Written reports are not always thorough, may be poorly written or unnecessarily long. Recommendations are somewhat appropriate.	Written reports are not thorough or poorly written. They may not include recommendations or recommendations are inappropriate.

III. Assessment cont. - Assessors/Psychologist

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>f. Verbal communication of test results</b>	Consistent clear and concise communication of test results. Communication is understood by audience. Includes academic or social implications as appropriate.	Generally clear and concise communication of test results. Communication is often understood by audience. Includes academic or social implications as appropriate.	In meetings or conferences, information may not be fully clear or effective. Misses academic or social implications. May not communicate in an appropriately concise manner.	In meetings or conferences, does not communicate clearly or effectively. May provide information that is not appropriate.

IV. Consultation - Assessors/Psychologist

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>a. Responding to referrals</b>	Consults frequently and/or in a timely manner with colleagues, contributing own insights and tailoring intervention to the presenting issues. Anticipates problems and consults before problem arises.	Consults frequently and/or in a timely manner with colleagues, and tailoring intervention to the presenting issues.	Consults on sporadic basis with colleagues. Sometimes makes successful attempts to tailor intervention to the presenting issues. May not respond in a timely manner.	Fails to consult with colleagues or to tailor intervention to the presenting issues.
<b>b. Staff and parent consultations</b>	Consistently provides plans that can be implemented by teacher, administrator, or parent. Consistently follows up with teacher, administrator or parent on implementation and outcomes.	Often provides plans that can be implemented by teacher, administrator, or parent. Often follows up with teacher, administrator or parent on implementation and outcomes.	Sometimes provides plans that can be implemented by teacher, administrator, or parent. Sometimes follows up with teacher, administrator or parent on implementation and outcomes.	Does not provide plans that can be implemented by teacher, administrator, or parent. Does not follow up with teacher, administrator or parent on implementation and outcomes.
<b>c. Prevention</b>	Consistently develops or participates in prevention program when needed.	Often develops or participates in prevention program when needed.	Sometimes develops or participates in prevention program when needed.	Does not develop or participate in prevention program when needed.
<b>d. Communication</b>	Effectively communicates with staff, administrators or parents in a clear and efficient manner.	Communicates with staff, administrators or parents in a clear and efficient manner.	Sometimes communicates with staff, administrators or parents, but may not be fully clear and efficient (e.g., may provide unnecessary details).	Does not communicate with staff, administrators or parents, or may do so in manner that confuses the listener (e.g., off topic).
<b>e. Team work</b>	Functions as a highly valued member of a multidisciplinary team, assists others in decision making and integrates others' ideas.	Functions as a member of a multidisciplinary team, assists others in decision making and integrates others' ideas.	Is a member of multidisciplinary teams and sometimes assists others in decision making.	Does not function well as a member of a multidisciplinary team. Does not assist others in decision making or integrate others' ideas.
<b>f. Collaboration</b>	Meets at least weekly with colleagues to plan and share ideas. Collaboration results in significant improvement in classroom or for student.	Collaborates with colleagues to plan and share ideas. Collaboration positively impacts classroom or student.	Meets occasionally with colleagues to share ideas about teaching, learning and students, but such conversations do not always impact the classroom or student.	Meets infrequently with colleagues, and conversations lack educational substance.

V. Family and Community Outreach - Assessors/Psychologist

	<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 does not listen well.	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 individual standards.	Shows parents a genuine interest and belief in each child's ability to reach individual standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge or individual children or concern for their future.
<b>c. Communicating with families</b>	Secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Reaches out to families of students to enhance trust, including those who are hard to reach. Makes sure parents hear positive news about their children first and immediately flags any problems.	Communicates with families and secures necessary permissions and does so in a manner sensitive to cultural and linguistic traditions. Promptly informs parents of behavior and learning problems and also updates parents on good news.	Is partially successful in communicating with families; permissions are obtained but there are occasional insensitivities to cultural and linguistic traditions. Lets parents know about problem areas their children are having but rarely mentions positive news.	Fails to communicate with families and secure necessary permissions for evaluations or communicates in an insensitive manner.
<b>d. Release of information</b>	Always ensures necessary permission to communicate with other providers outside of schools.	Ensures necessary permission to communicate with other providers outside of schools.	Sometimes ensures necessary permission to communicate with other providers outside of schools.	Does not ensure necessary permission to communicate with other providers outside of schools.
<b>e. Parent responsiveness</b>	Deals immediately and successfully with concerns of 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.
<b>f. Community mental health</b>	Maintains ongoing contact with physicians and community mental health service providers and initiates contact when needed.	Maintains ongoing contact with physicians and community mental health service providers.	Contacts physicians and community mental health service providers only when necessary.	Declines to maintain contact with physicians and community mental health service providers.

VI. Professional Responsibilities - Assessors/Psychologist

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>a. Attendance</b>	Has perfect or near-perfect attendance.	Has very good attendance.	Has mediocre attendance.	Has poor attendance
<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 Relationships</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 violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
<b>d. Judgment</b>	Integrates various models (e.g., ethics, legal...) and discusses complex or conflictual situations with appropriate colleagues and administrator.	Behaves within legal and ethical guidelines. Maintains confidentiality with student records.	May occasionally apply questionable judgment. May not act within legal or ethical guidelines but is open to input. Only occasionally discloses student information.	Acts in an ethical or illegal manner, uses poor judgment, and/or discuses student information and violates confidentiality.
<b>e. Communication</b>	Proactively informs the administration of any concerns and reaches out for help and suggestions. In conferences, meetings, and informal talks, gives parents appropriately detailed and helpful feedback on children's progress. Able to communicate concisely when needed.	Keeps the administration informed about concerns and asks for help when it is needed. Uses conferences and meetings to give parents feedback on their children's progress.	Is reluctant to share concerns with the administration or to ask for help. Uses conferences to tell parents the area in which their children can improve but does not discuss progress. May not communicate in an appropriately concise manner.	Bottles up concerns or constantly complains, and is not open to help. In conferences, provides information that is not appropriate.
<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.
<b>g. Self-Improvement</b>	Utilizes research based best practices from fellow professionals, workshops, readings, study groups, the internet, and other sources.	Seeks out effective researched based interventions from supervisors, colleagues, workshops, readings and the internet.	Is responsive to new ideas, but not proactive in pursuit or development of such ideas.	Is not open to ideas.

VI. Professional Responsibilities cont. - Assessors/Psychologist

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<b>h. Professional Community</b>	Makes a substantial contribution to school/district events and projects, and assumes leadership with colleagues including Crisis Intervention Teams, CST, etc.	Participates actively in school /district events, projects and committees including Crisis Intervention Teams, CST, etc. Maintains positive and productive relationships with colleagues.	Maintains cordial relationships with colleagues. Participates in school and district events, projects and committees only when specifically requested.	Creates negative or self serving relationships with colleagues. Avoids being involved in school and district events, projects and committees.
<b>i. Legal</b>	Always adheres to legal requirements and government regulations and educates others. Always keeps appropriate required records which are stored in a secure location.	Consistently adheres to legal requirements and government regulations. Generally, keeps records that are appropriate, accurate, legible, well organized and stored in a secure location.	Occasionally adheres to legal requirements and government regulations. May not consistently keep records that are appropriate, accurate, legible, and stored in a secure location.	Does not adhere to legal requirements. Does not keep records well. Records may be missing, inappropriate, illegible or stored in an insecure location.
<b>j. Licensure</b>	Holds the necessary and current license, and has taken advanced graduate courses in areas of specialty relevant to licensure.	Holds the necessary and current license.	Holds the necessary license but it may not be current, or may have waiver while working towards licensure.	Does not hold the necessary license.

## Guidance Counselor Self Reflection Rubric

### I. Planning and Preparation

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<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.

## II. 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.

### III. 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.

IV. Professional Responsibilities – Guidance Counselor

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<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.

IV. Professional Responsibilities cont. – Guidance Counselor

	<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 discusses 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 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

### I. 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.

II. 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.

### III. 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.

IV. Collaboration and Outreach – Library Media Specialist

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Needed</b>	<b>Does Not Meet Standard</b>
<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.

V. Professional Responsibilities – Library Media Specialist

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Needed</b>	<b>Does Not Meet Standard</b>
<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				

## **Related Services (OT/PT/Speech) 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 (OT/PT/Speech) Self Reflection Rubric

### A. Planning and Preparation

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<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.

C. 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.

C. Delivery of Instruction to Students cont. – Related Services

	<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.

E. Family and Community Outreach - Related Services

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<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.

F. Professional Responsibilities – Related Services

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
<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.

F. Professional Responsibilities cont. – Related Services

	<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.

## School Nurse Self Reflection Rubric

### I. Planning and Preparation

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standard</b>
<b>a. Nursing techniques</b>	Demonstrates deep and thorough understanding of medical knowledge and nursing techniques.	Demonstrates understanding of medical knowledge and nursing techniques.	Demonstrates partial understanding of medical knowledge and nursing techniques.	Demonstrates little understanding of medical knowledge and nursing techniques.
<b>b. Child and adolescent development</b>	Has accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, and displays knowledge of the extent to which individual students follow the general patterns.	Displays 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 governmental regulations and resources for students is extensive, including those available through the school or district and in the community.	Displays an awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Displays partial awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Demonstrates little or no awareness of governmental regulations and resources for students.

II. The Environment - School Nurse

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standard</b>
<b>a. Respect and rapport</b>	Establishes a respect and rapport with students so that students seek out the nurse, reflecting a high degree of comfort and trust in the relationship.	Interactions with students are positive and respectful.	Interactions with students are a mix of positive and negative.	Interactions with at least some students are negative or inappropriate.
<b>b. Culture for health and wellness</b>	Guides culture in the school toward health and wellness and shares knowledge with teachers, staff, and students.	Promotes a culture throughout the school for health and wellness.	Attempts to promote a culture throughout the school for health and wellness are partially successful.	Makes no attempt to promote a culture for health and wellness in the school as a whole, or among students or among teachers.
<b>c. Organizing physical space</b>	Office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized.	Office is organized and is appropriate to the planned activities. Medications are properly stored and organized.	Attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find.	Office is in disarray or is inappropriate to the planned activities. Medications are not properly stored.

### III. Delivery of Service – School Nurse

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standard</b>
<b>a. Knowledge of nursing process</b>	Expertly provides complex comprehensive assessments and displays advanced clinical knowledge when establishing a plan of care, observes and documents student responses, evaluates data to revise the plan.	Accurately assesses various and specialized health needs of students, establishes a plan of care, observes and documents student's response, evaluates data to revise plan.	Nurse provides assessments of basic health needs, but does not create a detailed plan.	Nurse displays limited ability to assess even basic health care needs and does not formulate a plan.
<b>b. Assessing student needs</b>	Conducts detailed and individualized assessment of student needs in order to contribute to program planning.	Assesses student needs and knows the range of student needs in the school.	Assessments of student needs are rudimentary.	Does not assess student needs, or the assessments result in inaccurate conclusions.
<b>c. Administering medications to students</b>	Ensures that medications are administered by designated individuals, and signed release forms are conveniently stored. The nurse shares knowledge of medication and importance of compliance with students.	Ensures that medications are administered by designated individuals, and signed release forms are conveniently stored.	Ensures that medications are administered by designated individuals, but signed release forms are not conveniently stored.	Medications are administered with no regard to state or district policies.
<b>d. Wellness classes or presentations</b>	Is effective in presentations for wellness, and students assume an active role in the school promoting a healthy lifestyle.	Presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy life style.	Efforts to promote wellness through classroom presentations are partially effective.	Work with students in classes fails to promote wellness.
<b>e. Managing emergency situations</b>	Develops plans for many emergency situations. Students and teachers have learned their responsibilities in case of emergencies.	Plans for emergency situations have been developed for many situations.	Plans for some emergency situations have been developed.	Has no contingency plan for emergency situations.
<b>f. Flexibility</b>	Is continually seeking ways to improve the delivery of health care and makes changes as needed in response to student, parent, or teacher input.	Makes revisions in the delivery of health care when they are needed.	Makes modest changes in the delivery of health care when confronted with the need for change.	Does not make changes to the delivery of health care even with evidence of its inadequacy.
<b>g. Collaborating with teachers</b>	Initiates collaboration with classroom teachers, offering suggestions and additional resources when appropriate.	Initiates collaboration with classroom teachers.	Collaborates with classroom teachers only when specifically asked to do so.	Declines to collaborate with classroom teachers.

IV. Family and Community Outreach – School Nurse

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standard</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 only when asked to.	Is often insensitive to the culture and beliefs of students' families
<b>b. Communication on curriculum</b>	Is proactive in providing thorough information to families about the delivery of health care as a whole through a variety of means.	Provides information to families about the delivery of health care as a whole.	Provides limited though accurate information to families about the delivery of health care as a whole.	Provides no information to families either about the delivery of health care as a whole.
<b>c. Communication about students</b>	Frequently involves parents in supporting and caring for students with health related concerns. Promptly informs parents of any health concerns.	Updates parents on student's health and suggests ways to support health at home.	Occasionally suggests how parents can help their children with health related concerns but only when asked to.	Rarely, if ever, communicates with parents on way to help their child at home with health related concerns.
<b>d. Responsiveness</b>	Deals immediately with parent concerns and makes parents feel welcome at any time.	Responds to parent concerns and makes parents feel welcome in the school.	Is slow to respond to parent concerns and makes parents feel unwelcome in the school.	Does not respond to parent concerns and makes parents feel unwelcome in the school.
<b>e. Outreach</b>	Is successful in contacting and working with parents, including those who are hard to reach.	Tries to contact parents and is tenacious in contacting hard to reach parents.	Tries to contact parents only when asked to.	Makes little or no effort to contact parents.

V. Professional Responsibilities – School Nurse

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standard</b>
<b>a. Attendance</b>	Has perfect or near-perfect attendance.	Has very good attendance.	Has mediocre attendance.	Has poor attendance.
<b>b. Professionalism</b>	Can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Displays dishonesty in interactions with colleagues, students and the public; violates principles of confidentiality.
<b>c. Maintaining health records</b>	Reports, records, and documentation are detailed, accurate and are submitted in a timely manner.	Approach to record keeping is efficient and on time.	Reports, records, and documentation are generally accurate, but are occasionally late.	Reports, records, and documentation are missing, late and inaccurate.
<b>d. Reflecting on practice</b>	Reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies to improve the delivery of health care.	Provides an accurate and objective description of practice, citing positive and negative characteristics. Nurse makes some specific suggestions as to how the delivery of health care might be improved.	Reflection on practice is moderately accurate without citing specific examples and with no suggestions as to how it might be improved.	Does not reflect on practice, or the reflections are inaccurate or self-serving.
<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.
<b>g. Professional communities</b>	Makes a substantial contribution to school and district events and projects and assumes leadership role with colleagues.	Participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Relationships with colleagues are cordial, and nurse participates in school and district events and projects only when specifically requested to do so.	Relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district events and projects.
<b>h. Professional development</b>	Actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Seeks out opportunities for professional development based on individual assessment of need.	Participation in professional development activities are 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 nursing skills.