



SimpLEE the Best
The Right Talent
in the Right Place

2017-2018

Instructional Evaluation System



School District of Lee County

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Section 1: Performance of Students

Student performance results will account for 50% of the final evaluation results for all instructional personnel, including those newly hired and those with less than 3 years of available data. Student performance results from state VAM and District calculated VAM, where applicable, will equal 33% of the final evaluation result. An additional 17% will be based on student performance on classroom level objectives. The remaining 50% of the final performance rating will come from the instructional practice portion of the evaluation.

For all instructional personnel, student performance data for at least three years, including the current year and the two years immediately preceding the current year, will be included in the State VAM and District calculated VAM portion of the evaluation (33%) when available. If less than the three most recent years of data are available, those years for which data are available will be used. More than three years of student performance data will not be used. For the 17% based on student performance on classroom objectives, only the current year of data will be used.

The performance-level standards for the value-added models (both State and District VAM) are as follows:

- a. *Highly Effective*. A highly effective rating on Performance of Students criteria is demonstrated by a value-added score of greater than zero (0), where all of the scores contained within the associated 95-percent confidence interval also lie above zero (0).
- b. *Effective*. An effective rating on Performance of Students criteria is demonstrated by the following:
 - (I) A value-added score of zero (0);
 - (II) A value-added score of greater than zero (0), where some portion of the range of scores associated with a 95-percent confidence interval lies at or below zero (0); or
 - (III) A value-added score of less than zero (0), where some portion of the range of scores associated with both the 68-percent and the 95-percent confidence interval lies at or above zero (0).
- c. *Needs Improvement or Developing*, if the teacher has been teaching for fewer than three (3) years. A needs improvement or developing rating on Performance of Students criteria is demonstrated by a value-added score that is less than zero (0), where the entire 68-percent confidence interval falls below zero (0), but where a portion of the 95-percent confidence interval lies above zero (0).
- d. *Unsatisfactory*. An unsatisfactory rating on Performance of Students criteria is demonstrated by a value-added score of less than zero (0), where all of the scores contained within the 95-percent confidence interval also lie below zero (0).

The performance-level standards for student performance on classroom level objectives are as follows:

- a. *Effective*. The majority of students make progress and/or exhibit proficiency or mastery.
- b. *Ineffective*. The majority of students make no progress and/or fail to maintain previous levels of proficiency.

The final performance rating for all instructional personnel will be calculated using a point system with total scores ranging from 0 to 6. A maximum of 3 points can be earned through the student performance measurement. An additional 3 points can be earned through the observation of

instructional practice. Instructional personnel receiving Unsatisfactory in either the student performance or the instructional practice portion of the evaluation will receive a final performance rating of Unsatisfactory.

To calculate the student performance portion of the evaluation the student performance measures for the state and district calculated VAM (33%) and the classroom level objectives (17%) are determined separately and each is assigned a raw point value. A performance level *Effective* is valued at 2 and a performance level of *Ineffective* is valued at 0. The raw points for the performance level for each component in the student performance portion of the evaluation are multiplied by the weighted percentage for that component (66% and 34%, respectively) and the weighted values are then combined. The combined values are rounded and translated into a student performance rating as detailed below. The student performance rating is then combined with the instructional practice rating as detailed in section 4 of this document.

VAM Raw	VAM Weighted (66%)	CLO Raw	CLO Weighted (34%)	Student Performance Points	Student Performance Rounded	Student Performance Rating
3	1.98	2	0.68	2.66	3	HE
3	1.98	0	0	1.98	2	EE
2	1.32	2	0.68	2	2	EE
2	1.32	0	0	1.32	1	NI
1	0.66	2	0.68	1.34	1	NI
1	0.66	0	0	0.66	1	NI
0	0	2	0.68	0.68	1	NI
0	0	0	0	0	0	UN

In cases where multiple years of data are available, the District will use the aggregate score provided by the state. In cases where multiple years of data exist for some of the courses taught, but not for others, results will be combined as follows with equal weighting given for up to three years by number of students in each course. In cases where a district VAM is combined with a state VAM, weighting is factored in based on the number of students in each course prior to combining.

For subjects and grades currently assessed by statewide standardized assessments or other assessments as listed in the table below student performance will be calculated based on the students assigned to the teacher of the subject/course. For subjects and grades not assessed by statewide, national or district assessment, as shown in the table below, the District will use the performance of the students assigned to the teacher, which includes school-wide results only when appropriate (*i.e.* the teacher is assigned all students in the school). For teachers who are assigned solely ESE students at special centers, the District will use the FSAA to measure student performance. The District will use the state-adopted value added model, with adjusted confidence intervals, for courses associated with statewide standardized assessments, where such a model is available. For courses associated with state assessments, but for which the state does not provide an approved VAM model, the District will adopt the state-adopted growth measures in a District VAM model.

For the 17% of the evaluation based on student performance on classroom level objectives, the rating will be determined through the review of student data folders (either physical or electronic) and evaluated by the assigned administrator based on the four performance levels defined on page 2.

For newly hired teachers requiring a mid-year evaluation, the student performance measure for the mid-year will be approved and evaluated by the assigned administrator along with using District performance standards aligned to the following four performance levels for the scoring. This measure will account for 50% of the mid-year evaluation performance rating.

- a. *Highly Effective (3 points)*. All students exceed progress expectations and/or exhibit mastery.
- b. *Effective (2 points)*. The majority of students make substantial progress and/or exhibit proficiency.
- c. *Developing (1 point)*. The majority of students make minimal progress toward proficiency and/or fail to meet basic levels proficiency.
- d. *Unsatisfactory (0 points)*. No students make progress or maintain previous levels of proficiency.

For VAM student performance measures calculated in-house (non-state VAM – see table below), the District uses a Covariate Adjustment Model. In this model the content of the prior performance indicator and the post test is related, although not directly comparable; the measurement scales may not be directly comparable also. At the end of the course, the district uses the covariate adjustment regression model to estimate the predicted score for each student in the course based on their prior performance indicator (assessment score) and the other student level factors (disability status, mobility, etc). Teachers are then evaluated based on the extent to which students in their course outperform otherwise similar students. Performance levels for the District calculated value added are assigned using the state adopted methodology shown on page 2.

For all instructional personnel and assessment combinations listed below, one-third of the value-added student performance measure is used toward the final performance rating.

Student Performance Measures

ELEMENTARY SCHOOL LEVEL*		
Teaching Assignment	Prior Performance Indicator	Post-Test (Current Year/Final)
Prekindergarten (PK)	VPK AP 1 or ESE CORE or Alt Assessment	VPK AP3 or ESE CORE or Alt Assessment
Kindergarten (K)	Baseline STAR Early Literacy (FLKRS)	STAR Early Literacy
First Grade (1)	Gr K Final STAR Early Literacy and Baseline STAR Math	STAR Reading and STAR Math
Second Grade (2)	Gr 1 Final STAR Reading and Final STAR Math	STAR Reading and STAR Math
Third Grade (3)	Gr 2 Final STAR Reading and Final STAR Math	Gr 3 FSA ELA and FSA Math
Fourth Grade (4)	Gr 3 FSA ELA and FSA Math	Gr 4 FSA ELA and FSA Math
Fifth Grade (5)	Gr 4 FSA ELA and FSA Math	Gr 5 FSA ELA, FSA Math, and NGSSS Science

ESE Teachers	Prior Year STAR/FSA/FSAA/Baseline Unique Assessment	STAR/FSA/FSAA/Unique Assessment
Alternate Assessment	Baseline Unique Assessment and/or FSAA	Unique Assessment and/or FSAA
Resource Teachers	Prior Year STAR/ FSA/FSAA/Baseline Unique Assessment	STAR/FSA/FSAA/Unique Assessment
Other Elective (K-5) Teachers	Based on Assigned Students OR Grade- Level OR School-Wide (if no assigned students) <ul style="list-style-type: none"> • Baseline STAR Early Literacy (Gr K) • Prior Year STAR Early Literacy (Gr 1) • Prior Year STAR Reading (Gr 2-3) • Prior Year FSA ELA (Gr 4-5) 	Based on Assigned Students OR Grade-Level OR School-Wide (if no assigned students) <ul style="list-style-type: none"> • STAR Early Literacy (Gr K) • STAR Reading (Gr 1-2) • FSA ELA (Gr 3-5)
Non-Classroom Instructional	Based on Grade-Level OR School-Wide (if no assigned students) <ul style="list-style-type: none"> • Reading/ELA • Math 	Based on Grade-Level OR School- Wide (if no assigned students) <ul style="list-style-type: none"> • Reading/ELA • Math • Science

***For grades that are departmentalized, VAM will be calculated on the course(s) scheduled**

MIDDLE SCHOOL LEVEL

MATHEMATICS

<i>Teaching Assignment</i>	<i>Prior Performance Indicator</i>	<i>Post-Test (Current Year/Final)</i>
Math Courses (Gr 6-8)	Prior Year FSA Math	FSA Math
Algebra 1 Honors	Prior Year FSA Math	FSA Algebra 1 EOC

READING AND ENGLISH LANGUAGE ARTS

<i>Teaching Assignment</i>	<i>Prior Performance Indicator</i>	<i>Post-Test (Current Year/Final)</i>
Reading and Lang Arts (Gr 6-8)	Prior Year FSA ELA	FSA ELA

SCIENCE

<i>Teaching Assignment</i>	<i>Prior Performance Indicator</i>	<i>Post-Test (Current Year/Final)</i>
MJ Comprehensive Sci 3 (Reg and Adv)	Prior Year FSA ELA	NGSSS Science

SOCIAL STUDIES

<i>Teaching Assignment</i>	<i>Prior Performance Indicator</i>	<i>Post-Test (Current Year/Final)</i>
MJ Civics (Reg and Adv) MJ Civics & Career Plan (Reg and Adv)	Prior Year FSA ELA	Civics EOC

ALL OTHER COURSES

<i>Teaching Assignment</i>	<i>Prior Performance Indicator</i>	<i>Post-Test (Current Year/Final)</i>
ESE Teachers	Prior Year FSA and/or FSAA	FSA and/or FSAA
Alternate Assessment	Prior Year FSAA	FSAA
Resource Teachers	Prior Year FSA and/or FSAA	FSA and/or FSAA

Other Core Courses and Elective Courses	Based on Assigned Students OR Grade-Level OR School-Wide (if no assigned students) Prior Year FSA ELA	Based on Assigned Students OR Grade-Level OR School- Wide (if no assigned students) FSA ELA
Non-Classroom Instructional	Based on Grade-Level OR School- Wide (if no assigned students) <ul style="list-style-type: none"> • Reading/ELA • Math 	Based on Grade-Level OR School-Wide (if no assigned students) <ul style="list-style-type: none"> • Reading/ELA • Math/Algebra EOC • Science • Civics

HIGH SCHOOL LEVEL		
ENGLISH LANGUAGE ARTS AND READING		
<i>Teaching Assignment</i>	<i>Prior Performance Indicator</i>	<i>Post-Test (Current Year/Final)</i>
Reading/English Courses (9-10)	Prior Year FSA ELA	FSA ELA
Intensive Reading (9-10)	Prior Year FSA ELA	FSA ELA
Intensive Reading (11-12)	Prior Year FSA ELA	FSA ELA and/or ACT and/or SAT
MATHEMATICS		
<i>Teaching Assignment</i>	<i>Prior Performance Indicator</i>	<i>Post-Test (Current Year/Final)</i>
Algebra 1 (Reg and Honors) Pre-AICE Mathematics 1 Algebra 1B	Prior Year FSA Math	FSA Algebra 1 EOC
Intensive Math	Prior Year FSA Math and/or Alg 1 EOC and/or Geometry EOC	FSA Algebra 1 and/or FSA Geometry EOC and/or PERT
Geometry (Reg and Honors) Pre-AICE Mathematics 2	FSA Algebra 1 EOC	FSA Geometry EOC
Math for College Readiness	FSA Algebra 2 EOC	PERT
Math for Liberal Arts 1 and 2	Prior Year FSA Math and/or Alg 1 EOC and/or Geometry EOC	FSA Algebra 1 and/or FSA Geometry EOC and/or PERT
SCIENCE		
<i>Teaching Assignment</i>	<i>Prior Performance Indicator</i>	<i>Post-Test (Current Year/Final)</i>
Biology 1 (Reg and Honors) Pre-AICE Biology Biology Technology Biology 1 Pre IB	Prior Year FSA ELA	Biology EOC
SOCIAL STUDIES		
<i>Teaching Assignment</i>	<i>Prior Performance Indicator</i>	<i>Post-Test (Current Year/Final)</i>
US History (Reg and Honors)	Prior Year FSA ELA	US History EOC
ALL OTHER COURSES		
<i>Teaching Assignment</i>	<i>Prior Performance Indicator</i>	<i>Post-Test (Current Year/Final)</i>

All Advanced Courses (AP, IB, AICE)	Prior Year FSA ELA or State EOC or SAT or ACT or AICE	AICE Exam and/or IB Exam and/or AP Exam and/or FSA ELA (Gr 9-10) and/or ACT and/or SAT (Gr 11-12)
ESE Teachers	Prior Year FSA and/or FSAA	FSA and/or FSAA
Alternate Assessment	Prior Year FSAA	FSAA
Resource Teachers	Prior Year FSA and/or FSAA	FSA and/or FSAA
Other Core Courses (without EOC) and Elective Courses	Based on Assigned Students OR Grade-Level OR School-Wide (if no assigned students) Prior Year FSA ELA (Gr 9-11) and/or State EOC and/or ACT and/or SAT (Gr 12)	Based on Assigned Students OR Grade- Level OR School-Wide (if no assigned students) FSA ELA (Gr 9-10) and/or ACT and or SAT (Gr 11-12)
Non-Classroom Instructional	Based on Grade-Level OR School-Wide (if no assigned students) <ul style="list-style-type: none"> • Reading/ELA • Math • Science 	Based on Grade-Level OR School-Wide (if no assigned students) <ul style="list-style-type: none"> • Reading/ELA • Geometry, Algebra 1 EOC • Biology EOC • US History EOC

Section 2: Instructional Practice

The School District of Lee County uses four evaluation models for instructional staff:

- Classroom Teachers: *District Developed Classroom Teacher Rubric, based on Danielson*
- Specialized Exceptional Student Education Professionals: *State Model (EMSESEP)*
- Student Services Professionals: *State Model (SSPEM)*
- All Other Non-Classroom Instructional Personnel: *District Developed Non-Classroom Teacher Rubric, based on Danielson*

The content of the state model observations and rubrics has been fully adopted. The only changes made to the state models are as follows:

- The scoring for the state models has been adapted to align with the District developed models, as described later in this section.
- The performance levels of the rubrics have been revised to match the final performance levels of Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory.

Instructional Practice Weight and Scoring Methodology

For all instructional staff except Teacher Leaders, 50% of the evaluation is based on the instructional practice score. For Teacher Leaders, an additional metric of deliberate practice is included. One-half of the Teacher Leaders’ final performance rating is based on the combination of the deliberate practice (10%) and instructional practice (90%).

The scoring methodology for the different models differs slightly due to the difference in the number of indicators.

EMSESEP/SSPEM: For Specialized Exceptional Student Education Professionals (Staffing Specialists, Behavior Specialists, Occupational/Physical Therapists, and Speech Language Pathologists) and for Student Services Professionals (Social Workers, School Counselors, Psychologists, and School Nurses) points for instructional will be assigned by counting the evaluation rubric ratings determined through final performance evaluation. They will receive 25 ratings, once for each indicator. The score assigned is based on a count of each type of rating received, as shown in section 4 of this document. The number of ratings required to receive a particular score varies for beginning teachers, defined as having 0-3 years of teaching experience, and experienced teachers, defined as having 4 or more years of experience. The variation is shown in section 4 of this document.

District Developed Danielson-based Models: For Classroom Teachers and all other Non-Classroom Teachers, including Teacher Leaders, points for instructional practice will be assigned by counting the evaluation rubric ratings determined through final performance evaluation. They will receive five ratings in each of the four domains. The system is weighted so that Domain 3, Instruction, has twice the value of the other domains. For a standard evaluation, this results in a total of 25 ratings. The score assigned is based on a count of each type of rating received. The number of ratings required to receive a particular score varies for beginning teachers, defined as having 0-3 years of teaching experience, and experienced teachers, defined as having 4 or more years of experience. The scores and rating requirements are shown in section 4 of this document.

The method for combining the instructional practice, deliberate practice (where applicable), and student performance for all models is detailed fully in section 4 of this document.

Evaluation Frameworks and Research Base

Specialized Exceptional Student Education Professionals: State Model (EMSESEP)

The EMSESEP is an integrated evaluation system that establishes practice standards for select ESE professionals by focusing on evidence/research-based best practices that are linked to student achievement and behavior. This evidence-based evaluation system uses a Multi-Source, Multi-Method, Multi-Trait model. This model ensures no single source of data, single data type or single trait or attribute will be used to evaluate complex patterns of human behavior. When a single element model is used, the probability of making errors in the interpretation of the data is high. In the evaluation of specialized ESE professionals, the Multi-Source refers to collecting data from multiple settings and/or individuals who are familiar with the work of the professional being evaluated. Examples of Multi-Source include the following:

- Reviewing permanent products (e.g., intervention plans)
- Interviewing stakeholders (e.g., teachers, administrators)
- Observing directly the professional at work (e.g., leadership meetings, individual educational plan [IEP] team meetings and problem-solving sessions, during provision of intervention services to students)

The Multi-Method refers to using Review, Interview and Observation methods to collect the data.

Finally, the Multi-Trait refers to assessing multiple areas of expertise and role function (e.g., consultation, assessment, professional behaviors, leadership). Consistent levels of performance across the sources, methods and traits are clear indicators of the performance level. Inconsistent levels of performance across

the sources, methods and traits may indicate areas of strengths and weaknesses in skill sets (e.g., traits) and/or settings in which those skills are applied.

The primary responsibility of specialized ESE professionals is to provide interventions and supports that improve outcomes for students with disabilities through a multi-tiered system of support (MTSS) that promotes positive academic, behavioral and health outcomes for students, teachers, school administrators and families.

Providing a MTSS depends on a multi-dimensional process. At the core of this process are five foundational skill sets:

- **Problem Solving and Data-Based Decision Making**—Expectations for student achievement are expressed in the collection and analysis of student, school and district data to identify the barriers to learning.
- **Instruction/Intervention Planning, Design and Implementation**—Ability to implement an MTSS by identifying research-based interventions and strategies that have a high probability of improving outcomes for students with disabilities and increasing their learning and engagement.
- **Learning Environment**
- **Facilitation of Collaboration Through a Resource-Oriented Team Process**—Use of skills to develop linkages with other district and community programs and facilitate relevant staff development.
- **Professional Practice**—Knowledge of unique professional skills, responsibilities and ethical practices in assessment and program development and proficiency, self-reflection, professional growth planning, team learning and collegial engagement.

Evaluation rubrics are presented for each of the disciplines. The evaluation rubrics integrate these foundational skills within an MTSS. The evaluation rubrics are structured around five domains, sets of practice standards within each domain and indicators that differentiate four levels of performance for each practice (Highly Effective, Effective, Emerging and Ineffective). The evaluation rubric includes the following key components:

- **Domains**—Broad categories used to organize professional practices and structure evaluation criteria.
- **Practices**—Descriptive standards of a domain related to a specific area of professional skill.
- **Indicators**—A continuum of descriptive statements that assist in differentiating between levels of performance for each practice. The five domains include 25 practice standards with indicators that differentiate the four levels of performance for each practice (Highly Effective, Effective, Emerging and Ineffective).

The indicator descriptors provide criteria that distinguish among the performance levels on each practice standard. It is important to clearly understand the indicator statements under each practice standard in order to find the level of proficiency that best describes the specialized ESE professional's performance related to the indicator. The indicators provide for a formative as well as a summative assessment of the specialized ESE professional's strengths and weaknesses and contribute to the development of a plan for improving performance.

Included with each domain are sources of evidence and types of evidence that specialized ESE professionals may use to help demonstrate their level of performance. The sources of evidence are

consistent across each discipline; the types of evidence vary by discipline. Sources of evidence include the following: Artifacts (e.g., student records, health care plans, medical diagnosis and assessment data)

- Observation
- Stakeholder feedback
- Conference/Interview
- Self-assessment
- Professional growth plan

The following identifies research that supports practices within each of the domains of the EMSESEP.

Data-Based Decision Making and Evaluation of Practices

Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analysis of response-to-intervention research: Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment, 23*, 381–394.

Howell, K. W., & Nolet, V. (2000). *Curriculum-based evaluation: Teaching and decision making*, (3rd edition). Belmont, CA: Wadsworth.

Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (Eds.). (2007). *Handbook of response to intervention: The science and practice of assessment and intervention*. New York: Springer.

Shinn, M. R. (2010). Building a scientifically based data system for progress monitoring and universal screening across three tiers, including RTI using a curriculum-based measurement. In M. Shinn, & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model including RTI* (pp. 259–292). Bethesda, MD: National Association of School Psychologists.

Instruction/Intervention Planning and Design

Adelman, H. S., & Taylor, L. (2006). *The implementation guide to student learning supports in the classroom and school-wide: New directions for addressing barriers to learning*. Thousand Oaks, CA: Corwin Press.

Burns, M., Wiley, H., & Viglietti, E. (2008). Best practices in implementing effective problem-solving teams. In A. Thomas, & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 1633–1643). Bethesda, MD: National Association of School Psychologists.

Christenson, S. L. (2004). The family–school partnership: An opportunity to promote the learning competence of all students. *School Psychology Review, 33*, 83–104.

Luiselli, J. K., Putnam, R. F., Handler, M. W., & Feinberg, A. B. (2005). Whole-school positive behavior support: Effects on student discipline problems and academic performance. *Educational Psychology, 25*, 183–198.

Instruction/Intervention Delivery and Facilitation

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Shellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*, 405–432.

Hoagwood, K. E., Olin, S. S., Kerker, B. D., Kratochwill, T. R., Crowe, M., & Saka, N. (2007).

Empirically based school interventions targeted at academic and mental health functioning. *Journal of Emotional and Behavioral Disorders*, 15, 66–92.

Jeynes, W. H. (2005). *Parental involvement and student achievement: A meta-analysis*. Cambridge, MA: Harvard Family Research Project.

Lehr, C. A., Johnson, D. R., Bremer, C. D., Cosio, A., & Thompson, M. (2004). *Essential tools: Increasing rates of school completion: Moving from policy and research to practice*. Minneapolis, MN: University of Minnesota, Institute on Community Integration, National Center on Secondary Education and Transition.

Ortiz, S. O., Flanagan, D. P., & Dynda, A. M. (2008). Best practices in working with culturally diverse children and families. In A. Thomas, & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 1721–1738). Bethesda, MD: National Association of School Psychologists.

Welsh, M., Parke, R. D., Widaman, K., & O’Neil, R. (2001). Linkages between children’s social and academic competence: A longitudinal analysis. *Journal of School Psychology*, 39, 463–482.

Learning Environment

Sprague, J. R., & Walker, H. M. (2010). Building safe and healthy schools to promote school success: Critical issues, current challenges and promising approaches. In M. Shinn, & H. M. Walker (Eds.). *Interventions for achievement and behavior problems in a three-tier model including RTI* (pp. 225–257). Bethesda, MD: National Association of School Psychologists.

Professional Learning, Responsibility and Ethical Practice

Marzano, R. (2011). *Marzano art and science of teaching: Teacher evaluation model*. York, PA: Learning Sciences International.

Student Services Professionals: State Model (SSPEM)

A comprehensive system of student learning supports is fundamental to promoting student success, addressing the barriers to learning, and re-engaging disconnected students. Florida’s multi-tiered system of supports (MTSS) focuses on increasing academic and behavioral outcomes for all students consistent with the State Board of Education mission by:

- Enhancing the capacity of all Florida school districts to successfully implement and sustain a multi-tiered system of student supports with fidelity in every school
- Accelerating and maximizing student academic and social-emotional outcomes through the application of data-based problem solving used by effective leadership at all levels of the educational system
- Informing the development, implementation, and ongoing evaluation of an integrated, aligned, and sustainable system of service delivery that prepares all students for post-secondary education and/or successful employment within our global society

Student services personnel perform critical tasks in schools that support FDOE’s mission to “increase the proficiency of all students within one seamless, efficient system” and contribute to positive student outcomes through a multi-tiered system of support that promotes student achievement by ameliorating barriers to learning and providing interventions and other supports matched to student need.

Student services personnel provide professional services that promote effective classroom learning and positive and safe school environments, and ensure all students receive high-quality instruction that is

responsive to their diverse and developmental needs. Student services personnel coordinate and collaborate with teachers, administrators, families, and community-based professionals to provide the academic, social, behavioral, health, and mental health learning supports necessary for a positive school climate and student success. Student services personnel are integral to implementing school-wide initiatives, such as response to intervention (RtI), positive behavior interventions and supports, social emotional learning programs, college and career planning, and bullying prevention. Some of the critical functions student services personnel perform include the following:

- Supporting effective teaching and improved student learning and facilitating collaboration among school staff, families, and the community
- Providing a variety of prevention and intervention services in schools that promote effective classroom learning and teaching
- Working together with teachers and administrators to develop a positive school climate, improving classroom management skills, providing behavioral interventions to reduce discipline infractions, improving school safety, and removing barriers to learning
- Providing educational programs and activities that support student learning and teaching, including consultation with teachers and families, assessments linked to instruction, individual and group counseling, problem-solving instruction, and remedial interventions
- Collaborating with teachers and school staff to ensure students receive high-quality instruction that is responsive to the diverse and developmental needs of all students, create a continuum of support services for all students, and provide various instructional strategies to facilitate learning in all classrooms
- Participating, as members of the school team, in professional development to ensure high-quality learning
- Fostering collaboration between general and special education, and between community and schools, and schools and parents

Research demonstrates that students who receive social-emotional support and prevention services achieve better academically in school (Durlak, Weissberg, Dymnicki, Taylor, & Shellinger, 2011; Greenberg et al., 2003; Welsh, Parker, Widaman, & O'Neill, 2001; Zins, Bloodworth, Weissberg, & Walberg, 2004). Comprehensive student support services in schools have been found to improve school climate and produce declines in disciplinary referrals, suspension, grade retention, and special education referrals and placement among at-risk students (Bruns, Walrath, Glass-Siegel, & Weist, 2004).

Consultation yields positive results, such as remediating academic and behavior problems for children in school settings; changing teacher's and parent's behavior, knowledge, attitudes, and perceptions; and reducing referrals for special education.

Florida's comprehensive performance evaluation system for student services personnel serves multiple functions and is designed to accomplish the following:

- Establish the practices and expectations of the position or profession that are based on research and linked to student outcomes
- Develop evaluation procedures that align with professional standards and accomplished educator practices (FEAPs)
- Evaluate individual performance relative to expectations by assessing the quality and effectiveness of the services
- Provide feedback to the professional that recognizes effective performance, identifies areas for improvement, and directs professional growth activities

- Provide support to supervisees and practitioners not meeting performance expectations

A comprehensive, evidence-based evaluation system uses a Multi-Source, Multi-Method, Multi-Trait model. This model ensures no single source of data, single data type, or single trait or attribute will be used to evaluate complex patterns of human behavior. When a single element model is used, the probability of making errors in the interpretation of the data is high. In the evaluation of student services personnel, the Multi-Source refers to collecting data from multiple settings and/or individuals who are familiar with the work of the professional being evaluated. Examples of Multi-Source include the following:

- Reviewing permanent products (e.g., intervention plans)
- Interviewing stakeholders (e.g., teachers, administrators)
- Observing directly the professional at work (e.g., leadership meetings, problem-solving sessions)

The Multi-Method refers to using Review, Interview, and Observation methods to collect the data.

Finally, the Multi-Trait refers to assessing multiple areas of expertise and role function (e.g., consultation, assessment, professional behaviors, leadership). Consistent levels of performance across the sources, methods, and traits are clear indicators of the performance level. Inconsistent levels of performance across the sources, methods, and traits may indicate areas of strengths and weaknesses in skill sets (e.g., traits) and/or settings in which those skills are applied.

The primary responsibility of student services personnel is to remove barriers to learning by providing a multi-tiered system of support that promotes positive academic, behavioral, and healthy outcomes for students and for teachers, school administration, and families.

Providing a multi-tiered system of supports depends on a multi-dimensional process. At the core of this process are four foundational skill sets:

- **Problem Solving and Data-Based Decision Making**—Expectations for student achievement are expressed in the collection and analysis of student, school, and district data to identify the barriers to learning.
- **Instruction/Intervention Planning, Design, and Implementation**—Ability to implement a multi-tiered system of supports by identifying research-based interventions and strategies that have a high probability of increasing student learning and engagement.
- **Facilitation of Collaboration Through a Resource-Oriented Team Process**—Use of skills to develop linkages with other district and community programs and facilitate relevant staff development.
- **Professional Practice**—Knowledge of unique professional skills, responsibility, and ethical practice in assessment and program development, and proficiency, self-reflection, professional growth planning, team learning, and collegial engagement.

The Evaluation Rubric for Professional Practices integrates these foundational skills within a multi-tiered system of support. The Evaluation Rubric is structured around five domains, sets of practice standards within each domain, and indicators that differentiate four levels of performance for each practice (Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory). The Evaluation Rubric includes the following key components:

- **Domains**—Broad categories used to organize professional practices and structure evaluation criteria.
- **Practices**—Descriptive standards of a domain related to a specific area of professional skill.
- **Indicators**—A continuum of descriptive statements that assist in differentiating between levels

of performance for each practice.

Mastery of professional skills is a career-long and continuous process achieved through professional practices that focus on the five broad domains addressed in the Florida SSPEM:

- Data-Based Decision Making and Evaluation of Practices
- Instruction/Intervention Planning and Design
- Instruction/Intervention Delivery and Facilitation
- Learning Environment
- Professional Learning, Responsibility, and Ethical Practice

The five domains include 25 practice standards with indicators that differentiate four levels of performance for each practice (Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory). The indicators for each practice standard include suggested artifacts or evidence that student services personnel may use to help demonstrate their level of performance for that indicator.

The indicator descriptors provide criteria that distinguish among the performance levels on each practice standard. It is important to clearly understand the indicator statements under each practice standard in order to find the level of proficiency that best describes the student services professional's performance related to the indicator. The indicators provide for a formative as well as a summative assessment of the student services personnel's strengths and weaknesses and contribute to the development of a plan for improving performance.

Reference List for SSPEM:

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District Developed Danielson-Based Models (*Classroom and Non-Classroom*)

Traditional evaluation systems have not shown a strong relationship to student achievement (Medley & Coker, 1987; Peterson, 2000). As a whole, teacher evaluation systems tend not to address performance issues adequately and the results are poorly aligned with the perceptions of educators, both teachers and administrators, with actual teacher performance. Evidence does exist which shows that evaluation systems can improve instruction (Milanowski and Heneman, 2003; Danielson & McGreal, 2000) and positively impact student achievement (Holtzapple, 2003) if properly designed and implemented.

With that in mind, the School District of Lee County redeveloped its classroom and non-classroom teacher evaluation systems with the purpose of ensuring that the systems increase student learning growth by improving the quality of instructional, administrative, and supervisory practice. The systems are representative of a standardized approach that will ensure consistency of practice district-wide. Expectations are set and performance goals developed early in the fiscal year. Ongoing monitoring of teacher progress ensures better alignment of the actual performance to the expected performance, and that performance issues are addressed in a timely manner. The systems also bring about greater communication and improved feedback between the employee and the supervisor, significantly improving performance and engagement while also making the evaluation process more meaningful.

According to Danielson and McGreal (2000) the first step in the development of a teacher evaluation system is to determine the process. For the District, this step involved the formation of an evaluation committee comprised of a diverse group of stakeholders. This committee was tasked with examining current research and best practices around teacher evaluation. The result of the committee's work was an evaluation rubric based on the four domains in Charlotte Danielson's *Framework for Teaching*. This framework supports the observation and evaluation of teacher planning and preparation, the classroom environment, instruction, and professional responsibilities. Both the evaluation rubric and the research around the framework informed the development of observation instruments and processes described in this document.

The four domains of the rubric are Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction, and Domain 4: Professional Responsibilities. Each domain has 5 categories in which teachers receive ratings. The rubric makes use of the four state required performance levels: Unsatisfactory, Needs Improvement/Developing, Effective, and Highly Effective. A rating of *Unsatisfactory* is reflective of a teacher who consistently does not use appropriate strategies and methods or uses them incorrectly or with parts missing. The rating of *Needs Improvement/Developing* describes a teacher who is attempting to implement effective strategies. *Effective* portrays a teacher who has mastered and consistently uses effective teaching strategies. The rating of *Highly Effective* describes an expert teacher who could model and/or teach others effective strategies.

The reference list for the research base is as follows:

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Rolewski, M. (2010). Speech to School District of Lee County District Leadership.

Sanders, W.L. & Rivers, J.C. (1996). *Cumulative and residual effects of teachers on future student academic achievement*. Knoxville: University of Tennessee Value-Added Research and Assessment Center.

The New Teacher Project. (2010). *Evaluation 2.0*. from <http://tntp.org/index.php/publications/issue-analysis/teacher-evaluation-2.0/>

The Measures of Effective Teaching Project. (June 2010). *Working with teachers to develop fair and reliable measures of effective teaching*. The Bill and Melinda Gates Foundation.

U.S. Department of Education. (2008). *Schools and Staffing Survey, Public Principal Survey*.

Weisberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009) *The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness*. The New Teacher Project.

Crosswalks to FEAPs

The Florida Department of Education provided two crosswalks showing the alignment of the FEAPs to the Danielson Framework for Teaching used in the two District based models. Both are available through Department of Education evaluation resource sites:

<http://info.fldoe.org/docushare/dsweb/Get/Document-5970/dps-2010-230b.pdf>
http://www.marzanoievaluation.com/files/Alignment_FEAP_Danielson.pdf

The Florida Department of Education SSPeM contains a crosswalk on page 37 of the state document, which is available on a Department of Education website:

<http://www.fldoe.org/core/fileparse.php/7503/urlt/0071807-fsspessm.doc>

The Florida Department of Education EMSESEP (posted at the link below) does not contain a crosswalk, however the domains and categories are like the SSPeM model and so the SSPeM crosswalk can be used for guidance in this area.

<http://www.fldoe.org/core/fileparse.php/7503/urlt/0071805-emsesep.doc>

Evaluation and Observation Instruments

Specialized Exceptional Student Education Professionals: *State Model (EMSESEP)*

Separate instruments are included for the following instructional personnel:

- Behavior Specialists
- Occupational/Physical Therapists (OT/PT)
- Speech/Language Pathologists (SLP)
- Staffing Specialists

The instruments are exactly as provided by the state model, except that the performance levels of *Emergent* and *Ineffective* have been revised to align with the District developed models, which use *Needs Improvement/Developing* and *Unsatisfactory* respectively.

Domain A: Data-Based Decision Making and Evaluation of Practices (Behavior Specialists)

<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement/Developing</i>	<i>Unsatisfactory</i>
1. Collects and uses data to develop and implement interventions within a problem-solving framework.			
<i>In addition to the characteristics of Effective:</i> Uses and/or facilitates collecting data relevant to informing problem identification, problem analysis and intervention design at the school and/or district level.	Uses and/or facilitates collecting available school data and facilitates collection of additional student data (e.g., screening, progress monitoring and diagnostic assessment) relevant to informing problem identification, problem analysis and intervention design.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.			
<i>In addition to the characteristics of Effective:</i> Analyzes, integrates and interprets data from multiple sources at the school or district level and uses the data to facilitate informed school- and/or district-level decisions.	Independently analyzes, integrates and interprets data from multiple sources at the individual and group level and uses the data to facilitate informed decisions.	Practice is emerging but requires supervision, support and/or training to be effective.	Does not demonstrate or ineffectively demonstrates the practice.
3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.			
<i>In addition to the characteristics of Effective:</i> Uses school or district data to monitor the effectiveness of MTSS supports and intervention program outcomes.	Independently uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention and modify interventions based on student data.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Shares student performance data in a relevant and understandable way with students, parents and administrators.			
<i>In addition to the characteristics of Effective:</i> Trains or mentors others to provide feedback on student data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.	Independently provides feedback on data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain A (Behavior Specialists)

<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other: 	<p>Documentation of problem identification and problem analysis with graphed data and gap analysis (e.g., screening, progress monitoring, diagnostic assessment)</p> <ul style="list-style-type: none"> • Problem-Solving/Intervention Plan • Behavior Intervention Plan • Student Outcomes/Progress-Monitoring Plan (systemic and individual) • Fidelity of Intervention Implementation (systemic and individual) • Section 504 Plan • Social Validity Data • Consultant Alliance Data <p>Reports/graphs with data analysis and interpretation (e.g., data reports providing summary of key data indicators related to identified problem, such as single-subject graphs with intervention phases, schoolwide data graphs)</p> <p>Examples:</p> <ul style="list-style-type: none"> • Reference to student outcome graphs showing baseline/post-intervention data points, phase lines and trend lines in making data-based decisions • Observation notes (e.g., 10 instances of praise in a 30-minute period) • Qualitative observation notes—climate of classroom/school, use of MTSS for behavior <p>Use of data platforms/electronic documentation systems (e.g., Multi Option Observation System for Experimental Studies [MOOSES] data coding, Florida State Response to Intervention Behavior [RtIB] Data Base Summary Reports, School Wide Information System [SWIS] reports, Benchmarks of Advanced Tiers [BAT], other data platforms)</p>

Domain B: Instruction/Intervention Planning and Design (Behavior Specialists)			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral and health interventions and supports.			
<i>In addition to the characteristics of Effective:</i> Provides a leadership role by training others and mentoring team members to identify, problem solve and plan academic and behavioral interventions.	Independently works with team members to identify, problem solve and plan academic, behavioral and health interventions.	Practice is emerging but requires supervision, supports, and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.			
<i>In addition to the characteristics of Effective:</i> Trains and mentors others in collecting and using multiple sources of data, including individual, classroom, district and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Independently facilitates the use of multiple sources of data, including individual classroom, district and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Practice is emerging but requires supervision, supports, and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Applies evidence-based research and best practices to improve instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Applies evidenced-based practices when developing and planning instruction and interventions across all levels of support (individual, targeted group, school, district).	Independently applies EBPs when developing and planning instruction and intervention.	Practice is emerging but requires supervision, support and/or training to be effective.	Does not demonstrate or ineffectively demonstrates the practice.
4. Develops intervention support plans that help the student, family or other community agencies and systems of support reach a desired goal.			
<i>In addition to the characteristics of Effective:</i> Facilitates collaboration at multiple levels to identify systems-level needs, resources and infrastructure to access services and supports.	Independently facilitates development of a support plan that reflects the goals of stakeholders and includes supports to obtain the goals.	Practice is emerging but requires supervision, supports, and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Engages parents and community partners in the planning and design of instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Develops systems-level strategies (e.g., validate participation, decision making, two-way communication) for engaging families and community when planning and designing instruction/interventions.	Independently engages families, community and educational stakeholders when planning and designing instruction/interventions. Parent input is valued and incorporated into plans.	Practice is emerging but requires supervision, supports, and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain B (Behavior Specialists)

<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other:	<p>Problem solving/intervention meeting/plan – documentation of intervention design and development (with targets, goals, delivery methods, etc.)</p> <ul style="list-style-type: none"> • Functional Behavioral Assessment (FBA) • Behavior Intervention Plan (BIP) • Progress Monitoring Plan • Fidelity of Implementation • IEP • Section 504 Plan • Emergency Action Plan • Individualized Health Care Plan • School Health Plan <p>Professional development trainings/presentations (handouts, agenda, PowerPoint)</p> <p>Learning community discussions/presentations (agenda)</p> <p>School/District Improvement Plans – documentation of participation</p>

Domain C: Instruction/Intervention Delivery and Facilitation (Behavior Specialists)			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement/Developing</i>	<i>Unsatisfactory</i>
1. Collaborates with school-based and district-level teams to develop and maintain an MTSS to support the academic, social, emotional and behavioral success and health of all students.			
<i>In addition to the characteristics of Effective:</i> Facilitates the development of MTSS at multiple levels by implementing interventions that address schoolwide and/or district issues/concerns.	Facilitates the development of MTSS at the school level by implementing interventions that match the intensity of student, group or school needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Consults and collaborates at the individual, family, group and systems levels to implement effective instruction and intervention services.			
<i>In addition to the characteristics of Effective:</i> Consults and collaborates at multiple levels to implement and evaluate academic and social, emotional/behavioral and health interventions.	Consults and collaborates with individuals, families and/or group levels to implement and evaluate academic, social, emotional/ behavioral and health interventions.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements Evidence Based Practice (EBPs) within a multi-tiered framework.			
<i>In addition to the characteristics of Effective:</i> Assists in implementing EBPs relevant at multiple levels of interventions and supports.	Facilitates implementation of EBPs for individual students and/or targeted groups.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Identifies, provides and/or refers for supports designed to help students overcome barriers that impede learning.			
<i>In addition to the characteristics of Effective:</i> Facilitates identification of systemic barriers to social/emotional/ academic learning and facilitates the development of broader support systems for students and families.	Identifies barriers to social/emotional/academic learning and connects students with resources that support positive student outcomes/goals.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Promotes student outcomes related to career and college readiness.			
<i>In addition to the characteristics of Effective:</i> Assists in the development/ planning of district level or school level policies/interventions/supports that address behavioral outcomes related to student goal attainment.	Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities) and other behavioral outcomes to support attainment of goals.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
6. Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors.			
<i>In addition to the characteristics of Effective:</i> Develops/provides trainings that include EBPs related to developmental issues, barriers to learning and risk factors related to healthy social/emotional growth.	Provides students, staff and parents with information, research and EBPs related to developmental issues, barriers to learning and risk factors related to healthy social/emotional growth.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain C (Behavior Specialists)

<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other: 	<p>Problem-Solving/Intervention Plan – documentation of intervention and monitoring of student response (e.g., Response to Intervention [RtI] data, progress-monitoring data)</p> <p>Monitoring intervention implementation (dosage and fidelity)</p> <p>Case consultation summary</p> <p>Parent conference notes/logs</p> <p>Newsletters, emails, webpage and other communication methods</p> <p>Critical Components Checklist</p> <p>Benchmark of Quality (BoQ); BAT</p> <p>Professional development trainings/presentations related to intervention delivery and facilitation (handouts, agenda, PowerPoint)</p> <p>Pre-post surveys</p> <p>School/District improvement – documentation of participation</p> <p>Satisfaction surveys</p> <p>Family participation and engagement</p>

Domain D: Learning Environment (Behavior Specialists)			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1. Collaborates with teachers and administrators to develop and implement schoolwide PBS.			
<i>In addition to the characteristics of Effective:</i> Interacts with school, district, parents and community partners to sustain and promote effective system-wide programs/services that result in a healthy school climate.	Interacts with school personnel to promote and implement schoolwide PBS.	Practice is emerging but requires supervision, support and/or training to be effective.	Does not demonstrate or ineffectively demonstrates the practice.
2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).			
<i>In addition to the characteristics of Effective:</i> Examines need and feasibility for systemic intervention to support and increase student engagement districtwide.	Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Promotes safe school environments.			
<i>In addition to the characteristics of Effective:</i> Collaborates with learning community to enhance, support and/or create safe and violence-free school climates through provision of training and advancement of state, school and/or district initiatives that relate to healthy and violence-free schools.	Collaborates with school personnel to promote and assist in implementing effective programs/services that result in safe and violence-free school climates (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence).	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Integrates relevant cultural issues and contexts that impact family–school partnerships.			
<i>In addition to the characteristics of Effective:</i> Promotes multicultural understanding and dialogue through provision of training and information dissemination to examine the broader context of cultural issues that impact family–school partnerships.	Identifies relevant cultural issues and contexts that impact family–school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain D (Behavior Specialists)

<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<p><input type="checkbox"/> Artifacts</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Stakeholder Feedback</p> <p><input type="checkbox"/> Conference/Interview</p> <p><input type="checkbox"/> Self-Assessment</p> <p><input type="checkbox"/> Professional Growth Plan</p> <p><input type="checkbox"/> Other:</p>	<p>Threat assessment participation/facilitation</p> <p>Crisis intervention participation/facilitation</p> <p>School climate surveys</p> <p>Professional development trainings/presentations related to school climate, violence prevention, crisis intervention, cultural competency and mental health issues</p> <p>School-based programs – development and implementation</p> <p>Health education, medication administration, first aid, blood borne pathogens, cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) trainings</p> <p>Disproportionality – risk index and ratios</p> <p>Needs assessments related to family–school partnerships</p>

Domain E: Professional Learning, Responsibility and Ethical Practice (Behavior Specialists)

<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement/Developing</i>	<i>Unsatisfactory</i>
1. Develops a personal, professional growth plan that enhances professional knowledge, skills and practice and addresses areas of need on the evaluation.			
<i>In addition to the characteristics of Effective:</i> solicits feedback from supervisors and colleagues and initiates activities or modifies plan based on performance outcomes.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).			
<i>In addition to the characteristics of Effective:</i> Facilitates professional learning activities and initiates activities that contribute to professional growth of self and others.	Participates in professional learning opportunities and reflective practices consistent with the professional growth plan.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements knowledge and skills learned in professional development activities.			
<i>In addition to the characteristics of Effective:</i> Integrates and applies acquired knowledge and training into professional practice in order to mentor and/or train others.	Implements knowledge and skills learned in professional development activities into professional practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Demonstrates effective recordkeeping skills.			
<i>In addition to the characteristics of Effective:</i> Tracks treatment dosage, tracks the impact of services on student outcomes and uses records to make decisions about the service delivery system.	Maintains complete and accurate records including documentation of planning, implementation and evaluation of services.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Demonstrates effective oral and written communication skills.			
<i>In addition to the characteristics of Effective:</i> Facilitates communication, adapts communication style and content to a variety of audiences.	Demonstrates coherent and professional written and oral communication skills.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
6. Complies with national and state laws, district policies and guidelines and ethical educational and professional standards.			
<i>In addition to the characteristics of Effective:</i> Serves as a model for colleagues in displaying high standards of professionalism and ethics in accordance with laws, policies, guidelines and standards.	Complies with applicable federal, state and local laws, rules and policies. Adheres to professional standards, ethics and practices.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain E

Sources of Evidence:

Types of Evidence:

- Artifacts
- Observation
- Stakeholder Feedback
- Conference/Interview
- Self-Assessment
- Professional Growth Plan
- Other:

Professional Development/Goal Plan (attending conferences and trainings that will enhance achievement of professional goals; participating in activities that will increase capacity)

Documentation of attendance at professional development presentations, professional conferences and workshops aligned with professional development goals

Documentation of Continuing Education Units (CEUs)

Conference/workshop follow-up activities/implementation

Professional learning community participation/facilitation

Membership in professional organization

Documentation of supervision/mentoring activities

Demonstration of time management (e.g., logs, calendars)

Domain A: Data-Based Decision Making and Evaluation of Practices (OT/PT)

<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement/Developing</i>	<i>Unsatisfactory</i>
1. Collects and uses data to develop and implement interventions within a problem-solving framework.			
<i>In addition to the characteristics of Effective:</i> Initiates and supports others to ensure collaboration with student teams to use available student data relevant to analysis of current capacity and barriers and the design of interventions. Plans interventions that will support function in future environments.	In collaboration with the student team, uses available student data (e.g., screening, assessment, evaluation, progress monitoring) relevant to analysis of current capacity and barriers and the design of interventions and therapy.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.			
<i>In addition to the characteristics of Effective:</i> Identifies patterns in data across multiple students and settings, brings to the attention of administration and advocates for responsive change.	Analyzes, assimilates and interprets data from multiple sources at the individual level and uses this data to guide and inform decisions concerning interventions and delivery of therapy.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.			
<i>In addition to the characteristics of Effective:</i> Interprets data to the student team in an understandable way and serves as a resource to colleagues regarding data-based modification of interventions.	Uses individual data to monitor student progress and, in collaboration with the student team, evaluate the effectiveness of the intervention and modifies the intervention as indicated.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Shares student performance data in a relevant and understandable way with students, parents and administrators.			
<i>In addition to the characteristics of Effective:</i> Facilitates an ongoing exchange of information regarding student performance and the effectiveness of the interventions.	Actively participates in an ongoing exchange of information regarding student performance and the effectiveness of the interventions and therapy.	Practice is emerging but requires supervision supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain A (OT/PT)

<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other: 	<p>Documentation of problem identification and problem analysis with graphed data and gap analysis (e.g., screening, progress monitoring, diagnostic assessment):</p> <ul style="list-style-type: none"> • Assessment protocols (standardized and non-standardized), student data from classroom performance, student observation notes, input from families and school personnel, and summaries of interpretation of results • Therapy logs/anecdotal notes/case files that incorporate • Documentation of analysis of progress-monitoring data and examples of the data (such as graphs) • Documentation of participation in MTSS/problem solving team meetings • Referral database logs/documentation • Samples of qualitative and quantitative school and student data across multiple students and settings • Screening/observation data • Samples of IEPs that demonstrate effectiveness and adjustment of therapy services based on review of data • Data from community-based providers concerning ongoing treatment and how that may affect the school data • Samples of data formatted in multiple ways to aid understanding (IEP/present level statements, consultation logs, conference logs) and that the data has been shared consistently with other pertinent professionals, students, and families • Written implications of data on student performance (progress notes, graphs, assessments, rubrics, etc.)

Domain B: Instruction/Intervention Planning and Design (OT/PT)			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement/Developing</i>	<i>Unsatisfactory</i>
1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral and health interventions and supports.			
<i>In addition to the characteristics of Effective:</i> Initiates, develops and implements systems to ensure collaboration with student and team to identify, problem solve and plan for academic, behavioral, communication, health and independent functioning interventions and supports.	Works in collaboration with student and team to identify, problem solve and plan for academic, behavioral, communication, health and independent functioning interventions and supports.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.			
<i>In addition to the characteristics of Effective:</i> Initiates using multiple sources of data. Designs, trains, implements and modifies interventions aligned with school improvement efforts and other mandates.	Uses multiple sources of data. Designs, implements and modifies interventions aligned with school improvement efforts and other mandates.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Applies evidence-based research and best practices to improve instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Participates evidence-based research or services as a resource regarding knowledge and skills needed for EBP.	Demonstrates use of evidence-based practices and sound clinical and professional reasoning in planning interventions and therapy.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Develops intervention support plans that help the student, family or other community agencies and systems of support reach a desired goal.			
<i>In addition to the characteristics of Effective:</i> Engages agencies and other systems of support with student and family to develop plans to achieve student goals.	Develops plans, interventions and therapy that reflect student goals and priorities and are supportive of or aligned with other interventions in the educational environment.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not engage or ineffectively develops plans that reflect student goals and priorities.
5. Engages parents and community partners in the planning and design of instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Develops system-level strategies to design and implement instruction/interventions to reach a desired goal.	Works in alignment with others to design and implement instruction/interventions and therapy to reach a desired goal.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain B (OT/PT)

<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other:	<p>Problem solving/intervention meeting/plan – documentation of intervention design and development (with targets, goals, delivery methods, etc.)</p> <ul style="list-style-type: none"> • Logs demonstrating participation in the problem-solving process/RtI process (MTSS) including consultation with team members to support students in all Tiers • Documentation of input in the development and modification of interventions • Samples of written plans for therapy (Plan of Care, Section 504 Plan, Individual Education Plan (IEP) that show use of a variety of appropriate materials or equipment and effective, evidence-based therapy techniques • Documentation or observation of the use of evidence/performance-based decisions regarding instruction/intervention (such as copies of multiple sources of data used to inform instruction/intervention) • Records of student, family, teacher and/or community partner input in the planning and design of instruction/intervention (parent input on various documents) <p>Professional development trainings/presentations (handouts, agenda, PowerPoint)</p> <ul style="list-style-type: none"> • Documentation demonstrating training or support of other professionals, such as colleague-mentoring logs <p>Learning community discussions/presentations (agenda)/information</p> <ul style="list-style-type: none"> • Documentations such as logs, agendas, or meeting notes regarding discussions and presentations with learning communities/other related agencies • Documentation of referrals for and communication with other service providers when necessary, such as audiology, vision services, medical equipment providers, etc. • Records showing a system for school-to-home communication through providing multiple venues for communication with families • Evidence of materials sent to families about ways to reinforce student progress while in the home or community setting <p>School/District Improvement Plans – documentation of participation</p> <ul style="list-style-type: none"> • Records showing advocacy for district practices to meet the needs of students' families and communities

Domain C: Instruction/Intervention Delivery and Facilitation (OT/PT)			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1. Collaborates with school-based and district-level teams to develop and maintain interventions to support the academic, social, emotional and behavioral success and health of all students.			
<i>In addition to the characteristics of Effective:</i> Initiates and supports colleagues with problem solving in planning, facilitating or delivering interventions that match intensity to need.	Functions as part of school team in planning, facilitating or delivering interventions whose intensity matches student, group or school needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Consults and collaborates at the individual, family, group and systems levels to implement effective instruction and intervention services.			
<i>In addition to the characteristics of Effective:</i> Mentors or leads other professionals in the design and implementation of therapeutic interventions that support effective instruction.	Consults and collaborates with student, family and members of school environment to design and implement therapeutic interventions that support effective student instruction.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements EBPs within a multi-tiered framework.			
<i>In addition to the characteristics of Effective:</i> Provides professional development in the selection and use of EBPs that support effective instruction.	Seeks out and incorporates best available evidence-based practices in the implementation of interventions for students.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Identifies, provides and/or refers for supports designed to help students overcome barriers that impede learning.			
<i>In addition to the characteristics of Effective:</i> Initiates, develops and implements systems to ensure learning barriers are addressed across multiple students and environments.	Identifies barriers to learning and connects students to appropriate resources or refers to other professionals.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Promotes student outcomes related to career and college readiness.			
<i>In addition to the characteristics of Effective:</i> Advocates for opportunities to support postsecondary goals and engage students and their families to further explore goals, develop self-determination skills and promote independence.	Selects and implements interventions that support the attainment of postsecondary goals or community readiness, including supporting increased student engagement and promotion of independence.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
6. Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors.			
<i>In addition to the characteristics of Effective:</i> Develops and /or provides professional development opportunities on research and best practices related to human development, learning barriers and risk factors.	Provides students, families and educational personnel with information, research and best practices related to human development, learning barriers and risk factors.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain C (OT/PT)

<i>Sources of Evidence:</i>	<i>Types of Evidence</i>
<input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other:	<p>Demonstration of collaboration with other professionals and families to develop, implement, and identify interventions and supports for promoting student outcomes related to college and career readiness</p> <ul style="list-style-type: none"> • Meeting attendance logs • Therapy schedule showing classroom-based services and a continuum of service delivery interventions • Documentation of communication from MTSS teams or teachers requesting assistance, and suggestions made to staff/family and lists of materials that are provided as resources • Written intervention plans and documentation that these have been shared with school personnel • IEPs that demonstrate a variety of service delivery, frequency and location based on student’s individual needs • Teacher, parent or student surveys • Logs showing consultation/collaboration sessions with classroom teachers and other school personnel • Student progress-monitoring data/therapy data demonstrating effectiveness of interventions • Logs or samples of presentations or activities provided for staff and/or parents • Documentation of EBP (i.e., articles) to support interventions on written plans • Documentation of supports, materials, or resources provided regarding research and best practices related to human development, learning barriers and risk • Colleague-mentoring logs • Assignments and logs for supervising Physical Therapy Assistants (PTAs), Certified Occupational Therapy Assistants (COTAs) and/or interns • Results of professional self-assessment

Domain D: Learning Environment (OT/PT)			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1. Collaborates with teachers and administrators to develop schoolwide PBS.			
<i>In addition to the characteristics of Effective:</i> Coordinates the development and implementation of therapeutic interventions within a positive behavior support system.	Collaborates with school staff/team to develop and implement therapeutic interventions within a positive behavior support system.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).			
<i>In addition to the characteristics of Effective:</i> Identifies barriers to equal access and initiates collaborative action for systemic interventions.	Collaborates with school personnel and students to identify and implement therapeutic strategies and/or assistive technology to encourage student engagement.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Promotes safe school environments.			
<i>In addition to the characteristics of Effective:</i> Initiates, develops and implements systems to support safe and accessible environments.	Interacts with students, educators and other school personnel to support safe and accessible environments.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Fails to interact with students, educators/school personnel to support safe and accessible environments.
4. Integrates relevant cultural issues and contexts that impact family–school partnerships.			
<i>In addition to the characteristics of Effective:</i> Creates and promotes materials and supports relevant to cultural, social and societal issues that impact family–school relationships.	Identifies relevant cultural, social and societal issues that impact family–school relationships and uses the knowledge to problem solve possible prevention and intervention strategies.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain D (OT/PT)

<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other:	<p>Demonstrates collaboration in the educational environment to foster positive student engagement</p> <ul style="list-style-type: none"> • Logs/meeting notes of consultation with school personnel or participation on a student or school-based behavior team regarding adaption/modification of standard behavior protocols, if needed, to accommodate needs of students with disabilities • Attendance logs showing training related to school climate, crisis intervention, PBS and documentation of the use of common PBS school-wide terms and strategies • Observation of sessions shows practices which foster student engagement: Starts/paces intervention with a structure appropriate for the student(s), scaffolding strategies (such as task analysis etc.) are evident as needed, students actively engaged, materials and resources support the session objectives per the IEP <p>Demonstrates collaboration in the education environment to promote safe and accessible schools</p> <ul style="list-style-type: none"> • Logs/Meeting notes that demonstrate the identification of barriers to curriculum and environmental access and potential hazards, and proposed solutions to allow students with disabilities to fully participate in all available educational programs and activities on school campus • Logs/Notes indicating the identification and proposed solutions for potential safety issues with management plans developed for arrival, dismissal, safety evacuations, safety drills and lockdown routines for students with disabilities. • Observation of therapy sessions demonstrates a safe and organized physical environment and is arranged to promote individual and/or group participation • Logs/Notes/Written Plans demonstrating collaboration to ensure materials, technology and resources are easily and readily accessible • Attendance sheets/Meeting Notes of participation with the school community on ensuring healthy, safe and accessible school environments <p>Demonstrates integration of relevant cultural, social, and societal practices that impact family-school partnerships</p> <ul style="list-style-type: none"> • Observation or samples of materials that show use of culturally sensitive materials and assessment methods/protocols • Logs/Meeting Notes showing collaboration with English Speakers of Other Languages (ESOL) personnel • Attendance logs/certificates showing professional development on multicultural issues • Observations of interactions with families/students in meetings and/or therapy sessions show use of sensitivity to other cultural, social, and societal practices

Domain E: Professional Learning, Responsibility and Ethical Practice (OT/PT)

<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement/Developing</i>	<i>Unsatisfactory</i>
1. Documents participation and completion of continuing education activities that enhance professional knowledge, skills, and practice and address the areas of need on the evaluation.			
<i>In addition to the characteristics of Effective:</i> Solicits feedback from supervisors and colleagues and initiates activities or modifies plan based on performance outcomes.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).			
<i>In addition to the characteristics of Effective:</i> Facilitates professional learning activities and initiates activities that contribute to professional growth of self and others.	Participates in professional learning opportunities and reflective practices consistent with the professional growth plan.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements knowledge and skills learned in professional development activities.			
Integrates and applies acquired knowledge and training into professional practice in order to mentor and/or train others.	Implements knowledge and skills learned in professional development activities into professional practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Demonstrates effective recordkeeping skills.			
<i>In addition to the characteristics of Effective:</i> Tracks the impact of services on student outcomes and uses records to make decisions about the service delivery system.	Maintains complete and accurate records, including documentation of planning, implementation and evaluation of services.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Demonstrates effective oral and written communication skills.			
<i>In addition to the characteristics of Effective:</i> Facilitates communication and adapts communication style and content to a variety of audiences.	Demonstrates coherent and professional written and oral communication skills.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
6. Complies with national and state laws, district policies and guidelines and ethical educational and professional standards.			
<i>In addition to the characteristics of Effective:</i> Serves as a model for colleagues in displaying high standards of professionalism and ethics in accordance with laws, policies, guidelines and standards.	Complies with applicable federal, state and local laws, rules and policies. Adheres to professional standards, ethics and practices.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain E (OT/PT)

<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other: 	<p>Professional Development/Goal Plan (attending conferences and trainings that will enhance achievement of professional goals; participating in activities that will increase capacity):</p> <ul style="list-style-type: none"> • Documentation of Professional Development Plan modification and application of feedback based on performance assessment and feedback from mentors/supervisor • Documentation of attendance at professional development presentations, professional conferences and workshops aligned with professional development goals • Records/logs indicate compliance with federal and state laws, district policies and guidelines • Documentation of conference/workshop follow-up activities, including presentations to colleagues/implementation • Evidence of professional learning community participation/facilitation • Record of activities contributing to profession, such as service on district or state committee, leadership committee, etc. • Evidence of membership in professional organization and/or documentation of leadership roles • Documentation or evidence of compliance with professional, ethical and educational standards • Documentation of CEUs and maintenance of licensure <p>Documentation of supervision/mentoring activities Documentation or evidence of time management (e.g., logs, calendars) Samples of recordkeeping (plan of treatment, prescriptions, attendance logs, data sheets, Medicaid billing, consultation logs and observation logs, IEPs, etc.) Samples of written and oral communication</p> <ul style="list-style-type: none"> • Observations of oral communication during school-based meetings, in therapy, classroom settings, and during informal collaboration with other professionals and parents • Documentation of written student evaluation summaries • Documentation of phone logs with content, letters written to physicians regarding student status or need for additional support/changes <p>Documentation of progress notes or log demonstrating follow up with all parent, teacher and administrative requests/concerns in a reasonable timeframe</p>

Special Considerations

Domain:	Things To Consider When Reviewing the Evidence:
<p>Domain B: Instruction/Intervention Planning and Design</p>	<p>Administrators are advised to address these indicators based on the individualized caseload and assigned duties of individual being evaluated; for example a therapist with an itinerant caseload in multiple schools may be unable to be as closely involved in MTSS/PST.</p> <p>Quantity of evidences needs to be considered, it is suggested that evidences be present for multiple examples not just one.</p>
<p>Domain C: Instruction/Intervention Delivery and Facilitation</p>	<p>Administrators are advised to address these indicators based on the individualized caseload and assigned duties of individual being evaluated; for example a therapist with an itinerant caseload in multiple schools may be unable to be as closely involved in MTSS/PST.</p>
<p>Domain E: Professional Learning, Responsibility and Ethical Practice</p>	<p>Portfolio includes documentation of how strategies/techniques provided during workshops are being incorporated with specific students/staff/administrators.</p> <p>Therapist may select 2-3 student records to share which would include documentation of parent permission to evaluate form, PT prescription or signed plan of treatment/care, samples of evaluations, and plan of treatment/care, IEP goals, and notes on therapy sessions, and possibly the <u>Considerations for Educationally Relevant Therapy (CERT)</u> or wheelchair evaluations.</p> <p>Modifications of the plan respond to changes in caseload, student supports and needs, curriculum, school or district improvement plans etc.</p>

Domain A: Data-Based Decision Making and Evaluation of Practices (SLP)

Domain A: Data-Based Decision Making and Evaluation of Practices (SLP)			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement/Developing</i>	<i>Unsatisfactory</i>
1. Collects and uses data to develop and implement interventions within a problem-solving framework.			
<i>In addition to the characteristics of Effective:</i> Collects and uses data to identify patterns in data across multiple students and settings and brings to the attention of team members to inform problem analysis and intervention and therapy design.	Collects and uses available data relevant to informing problem identification, problem analysis, intervention and therapy design for individual students	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.			
<i>In addition to the characteristics of Effective:</i> Identifies patterns in data across multiple students and settings, brings to the attention of team members and advocates for responsive change based on relevant data.	Analyzes, integrates and interprets qualitative and quantitative data from multiple sources at the individual and group level and uses data to inform decision making for individual students.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.			
<i>In addition to the characteristics of Effective:</i> Serves as a resource to colleagues regarding use of data.	Uses individual and group data to monitor student progress and evaluate the effectiveness of interventions and therapies.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Shares student performance data in a relevant and understandable way with students, parents and administrators.			
<i>In addition to the characteristics of Effective:</i> Clearly interprets and shares data in multiple ways to help students, families, educators and administrators understand the implications on student performance and conveys the rationale for professional decisions.	Actively participates in an ongoing exchange of information regarding student performance, the effectiveness of the interventions and the rationale for professional decisions.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain A (SLP)

<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other:	<p>Documentation of problem identification and problem analysis with graphed data and gap analysis (e.g., screening, progress monitoring, diagnostic assessment)</p> <ul style="list-style-type: none"> • Problem- solving/intervention plan • Academic intervention record • Behavior intervention plan • Progress- monitoring plan • IEP • Health care plan • Participation in IEP or problem-solving or team (PST) meetings • Screening/observation results • Therapy logs • Comprehensive speech or language evaluations, progress reports or IEPs demonstrating effectiveness or adjustment of therapy services • Data formatted in multiple ways to aid understanding (IEP/present level statements, consultation logs, conference logs) and shared with students, families, educators, administrators or other appropriate personnel • Data from individual students, classroom and multiple students and settings—qualitative and quantitative data • Decision-making rationale/rubric for services

Domain B: Instruction/Intervention Planning & Design (SLP)			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral and health interventions and supports.			
<i>In addition to the characteristics of Effective:</i> Thorough and extensive knowledge of the specialty area is evident and actively initiates and promotes collaboration.	Collaborates with members of the educational team and students to target the skills, concepts and strategies critical for meeting student needs by using an array of effective therapy and intervention approaches and evaluation tools.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.			
<i>In addition to the characteristics of Effective:</i> Initiates, designs and implements, or trains other professionals, in the use of multiple sources of data collection.	Uses multiple sources of data collection, including therapy, classroom, district and state assessments to design and plan student interventions and therapies that align with school improvement efforts and other mandates.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Applies evidence-based research and best practices to improve instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Identifies resources, collaborates and supports use of EBP for planning.	Demonstrates knowledge of EBP and the ability to select and apply those practices to improve instruction and/or interventions.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Develops intervention support plans that help the student, family or other community agencies and systems of support reach a desired goal.			
<i>In addition to the characteristics of Effective:</i> Initiates contacts with agencies and other systems of support in developing plans that reflect student goals and priorities.	Develops plans that reflect student goals, priorities and support connected with other agencies or community resources.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Engages parents and community partners in the planning and design of instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Develops system-level strategies in planning/designing instruction and intervention.	Engages family, community and educational stakeholders as appropriate when planning and designing instructions and intervention with clear outcomes that are appropriate to the disorder, age, developmental level and needs of students.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain B (SLP)	
Sources of Evidence:	Types of Evidence:

<input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other:	<ul style="list-style-type: none"> • Documentation of problem identification and problem analysis with graphed data and gap analysis (e.g., screening, progress monitoring, diagnostic assessment) • Problem- solving/intervention plan (academic or behavior) • Progress- monitoring plan • IEP • Health care plan • Participation in PST or IEP meetings • Training related to cultural competence and sensitivity • Mentoring and/or training of other professionals • Use of EBPs, such as scaffolding, verbal cues • Referral to other services, such as audiology, when necessary • Involvement in student, family, teacher and/or community partner input in planning & designing instruction/interventions • Alignment of therapy services with current standards • Screening/observation results • Therapy logs • Comprehensive speech or language evaluations • Progress reports or IEPs demonstrating effectiveness or adjustment of therapy services • System of on-going communication with families • Data from individual students, classroom and the school—qualitative and quantitative • Data formatted in multiple ways to aid understanding (IEP/present level statements, consultation logs, conference logs) and shared with students, families, educators, administrators or other appropriate personnel • Documentation systems that track and verify student services from school professionals and outside professionals
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Domain C: Instruction/Intervention Delivery and Facilitation (SLP)			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement/Developing</i>	<i>Unsatisfactory</i>
1. Collaborates with school-based and district level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, behavioral success and health of all students.			
<i>In addition to the characteristics of Effective:</i> Contributes innovative ideas and/or takes a leadership role in planning, facilitating or delivering interventions and therapies.	Contributes to school team in planning, facilitating or delivering interventions and therapies whose intensity matches student, group or school needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Consults and collaborates at the individual, family, group and systems levels to implement effective instruction and intervention services.			
<i>In addition to the characteristics of Effective:</i> Mentors and leads other professionals in the design and implementation of interventions and therapies that support effective instruction.	Consults and collaborates with student, family and educators to design and implement interventions and therapies that support effective student instruction.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements EBPs within a multi-tiered framework.			
<i>In addition to the characteristics of Effective:</i> Mentors or provides professional development in the selection and use of EBPs in a continuum of service delivery models.	Seeks out and EBPs in the implementation of interventions and therapies within a continuum of service delivery models that are dynamic and appropriate for students.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Identifies, provides and/or refers for supports designed to help students overcome barriers that impede learning.			
<i>In addition to the characteristics of Effective:</i> Continuously evaluates, monitors and/or adjusts supports identified to help students overcome barriers to learning.	Identifies barriers to learning and provides support or connects students to appropriate resources and/or other professionals.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Promotes student outcomes related to career and college readiness.			
<i>In addition to the characteristics of Effective:</i> Advocates for opportunities that support goal attainment and engage students to further explore goals, develop self-determination skills and promote independence.	Identifies and promotes strategies that support the attainment of community readiness or postsecondary goals, including supporting increased student engagement and promotion of independence.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
6. Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors.			
<i>In addition to the characteristics of Effective:</i> Promotes professional development opportunities or mentors on practices related to child and/or adolescent language development, barriers to learning and risk factors.	Provides students, families and educators with information on EBPs related to child and/or adolescent language development, barriers to learning and awareness and prevention of communication disorders.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain C (SLP)

<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other:	<ul style="list-style-type: none"> • RtI collaboration, consultation and strategies with classroom teachers • Checklists completed by classroom teachers as part of a comprehensive evaluation for speech and/or language • Implementation of therapeutic tasks/interventions that align with Common Core Standards • Use of strategy-based therapeutic interventions • Therapy schedule showing variation in frequency and location of speech-language support services based on student's individual needs • IEP goals and progress on goals have been shared with classroom teachers and other professionals and ongoing collaboration that results in educationally relevant and measurable long-term goals and objectives • Teacher, parent or student surveys • Develops strategies for students' successful participation in the classroom curriculum • Presentations and resources provided to staff and/or parents • Structures therapy setting to facilitate maximum opportunities for student(s) to practice skill sets and monitors student progress • Actively engages student(s) in self-monitoring and self-assessment of targeted skills • Monitors and provides new and high-quality research evidence for therapy procedures • Incorporates the values, preferences and interests of individuals and families of the students and integrates those factors along with best current research and clinical expertise in selection of goals and therapy procedures • Integrates results from all evaluations to identify barriers • Physical space organized for student learning • Evidence of data management and documentation

Domain D: Learning Environment (SLP)			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1. Collaborates with teachers and administrators to implement schoolwide PBS.			
<i>In addition to the characteristics of Effective:</i> Collaborates with educators and/or families to generalize positive behavior supports across settings.	Consistently implements and maintains PBS in order to effectively manage student behavior in the therapeutic environment.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).			
<i>In addition to the characteristics of Effective:</i> Solicits other stakeholders' perspectives on behalf of students and, when appropriate, engages the involvement of families in therapeutic intervention.	Consistently optimizes service delivery time to actively engage students throughout the therapeutic environment to ensure student participation.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Promotes safe school environments.			
<i>In addition to the characteristics of Effective:</i> Interacts with school community to support a safe and accessible environment conducive to student engagement and learning throughout the school setting.	Consistently establishes a therapeutic environment conducive to student engagement and learning.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Integrates relevant cultural issues and contexts that impact family–school partnerships.			
<i>In addition to the characteristics of Effective:</i> Promotes understanding of cultural issues and knowledge of language differences versus language disorders among stakeholders.	Consistently reflects sensitivity to cultural issues and knowledge of language differences versus language disorders when interacting with students and families and when making intervention decisions.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
Evidences for Domain D (SLP)			

<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other:	<ul style="list-style-type: none"> • Training related to school climate, crisis intervention, PBS • Use of common PBS school wide terms/language • Maintain certification, if appropriate • Referrals to the school office • Written documentation to parents • Clearly posted, observable behavioral expectations • Preventive strategies • Participant on a student behavior plan or school-based team • Starts and paces intervention with a coherent structure appropriate to the student(s) • Focuses on session objectives which are aligned with student IEPs • Scaffolding is evident, as appropriate • Materials and resources support session objectives • Students actively engaged throughout the session • Communication with families and other stakeholders regarding therapeutic intervention (communication logs, phone logs, consultation logs, etc.) • Therapeutic setting is safe, organized and arranged to promote individual and/or group participation • Materials, technology and resources are easily and readily accessible • Use of physical resources and space contributes to all students' ability to access learning • Participation with the school community on ensuring healthy, safe and accessible school environments • Use of culturally sensitive materials • Collaboration with ESOL personnel • Professional development on multicultural issues • Use of linguistically sensitive protocols and materials • SLP interactions with families/students from different cultures during meetings and/or therapy

Domain E: Professional Learning, Responsibility and Ethical Practice (SLP)			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement/Developing</i>	<i>Unsatisfactory</i>
1. Develops a personal, professional growth plan that enhances professional knowledge, skills and practice and addresses areas of need on the evaluation.			
<i>In addition to the characteristics of Effective; Solicits feedback from supervisors and colleagues and initiates activities or modifies plan based on performance outcomes.</i>	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).			
<i>In addition to the characteristics of Effective: Facilitates professional learning activities and initiates activities that contribute to professional growth of self and others.</i>	Participates in professional learning opportunities and reflective practices consistent with the professional growth plan.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements knowledge and skills learned in professional development activities.			
Integrates and applies acquired knowledge and training into professional practice in order to mentor and/or train others.	Implements knowledge and skills learned in professional development activities in professional practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Demonstrates effective recordkeeping skills.			
<i>In addition to the characteristics of Effective: Tracks the impact of services on student outcomes and uses records to make decisions about the service delivery system.</i>	Maintains complete and accurate records, including documentation of planning, implementation and evaluation of services.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Demonstrates effective oral and written communication skills.			
<i>In addition to the characteristics of Effective: Facilitates communication, and adapts communication style and content to a variety of audiences.</i>	Demonstrates coherent and professional written and oral communication skills.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
6. Complies with national and state laws, district policies and guidelines and ethical educational and professional standards.			
<i>In addition to the characteristics of Effective: Serves as a model for colleagues in displaying high standards of professionalism and ethics in accordance with laws, policies, guidelines and standards.</i>	Complies with applicable laws, rules, guidelines and policies at the federal, state and local levels. Adheres to professional standards, ethics and practices.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain E (SLP)

Sources of Evidence:

Types of Evidence:

- Artifacts
- Observation
- Stakeholder Feedback
- Conference/Interview
- Self-Assessment
- Professional Growth Plan
- Other:

- Professional development plan
- Consideration of feedback from colleagues and/or supervisor
- Modification of professional growth plans based on performance outcomes
- Attendance/participation in trainings, continuing education or advanced coursework
- Supervision of clinical fellowship year or externships for SLPs
- Mentoring of colleagues
- Participates in activities contributing to profession (service on district or state committee, leadership committee, etc.)
- Presentations made to staff, parents and/or parents
- Incorporation of new skills and knowledge into daily educational activities
- Written communication is professionally appropriate
- Appropriate oral communication during school-based meetings
- Appropriate oral communication in therapy and classroom settings
- Compliance with professional, ethical and educational standards
- Compliance with federal and state laws, district policies and guidelines

Domain A: Data-based Decision Making and Evaluation of Practices (Staffing Specialists)			
Highly Effective	Effective	Needs Improvement/Developing	Ineffective
1. Collects and uses data to develop and implement interventions within a problem-solving framework.			
<i>In addition to the characteristics of Effective:</i> Reviews and collects school or district data relevant to the application and problem solving approach in the implementation and development of a school wide plan.	Reviews and collects school based data relevant to the implementation and development of students' individualized plans through the collaboration with other interrelated individuals and professionals that support the student needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision-making.			
<i>In addition to the characteristics of Effective:</i> Provides leadership and facilitation in analyzing, integrating and interpreting data.	Assists relevant individuals with analyzing, integrating and interpreting data from multiple sources including assessments and uses comparisons among previous data collected to determine the student learning needs and instruction, which will drive the learning process	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.			
<i>In addition to the characteristics of Effective:</i> Uses grade-level, school or district-wide student data to facilitate the monitoring of student progress to evaluate the effectiveness of academic, behavioral and/or health needs and modify interventions and services based on the data collected.	Uses student data to monitor student progress to evaluate the effectiveness of academic, behavioral and/or health needs and create interventions based on the data collected.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Shares student performance data in a relevant and understandable way with students, parents and administrators.			
<i>In addition to the characteristics of Effective:</i> Provides feedback that creates a clear vision of the priority instructional goals for the school and can discuss in a way that is understandable and relevant to the cause and effect relationship between practice and student achievement	Provides feedback on the assessed areas of concern with other data collected on student performance to stakeholders (students, teachers, parents, administrators and school teams) and presents this information in a way that is understandable and relevant to stakeholder interest/needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain A (Staffing Specialists)	
Sources of Evidence:	Types of Evidence:

<input type="checkbox"/> Student Records <input type="checkbox"/> Health Care Plans/ Medical diagnosis from student's physician <input type="checkbox"/> Stakeholder feedback, including student families <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Student assessment(s), including transition assessment, if applicable <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Meeting notes/minutes <input type="checkbox"/> Other:	<p>Documentation of problem identification and problem analysis with graphed data and gap analysis (e.g., screening, progress monitoring, diagnostic assessment)</p> <ul style="list-style-type: none"> • Problem- Solving/Intervention Plan • Academic Intervention Record • Behavior Intervention Plan • Progress- Monitoring Plan • Individual Education Plan • Health Care Plan <p>Documentation based on assessment, observation and/or interpretation of student performance and progress (e.g., Psycho-educational, Functional Behavioral Assessment, Transition Assessment, teacher and parent input forms)</p>
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Domain B: Instruction/Intervention Planning & Design (Staffing Specialists)			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral and health interventions and supports.			
<i>In addition to the characteristics of Effective:</i> Uses school or district level data in a problem-solving framework.	Collaborates with appropriate school or district level professionals in a problem solving framework to plan the academic, behavioral and/or health interventions and supports to assist in individual student's needs	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.			
<i>In addition to the characteristics of Effective:</i> Uses grade-level, school or district-wide data to improve student outcomes.	Uses multiple sources of data to facilitate the planning and design of instruction and interventions that promote student achievement and are aligned with school and district improvement plans and state and federal mandates.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Applies evidence-based research and best practices to improve instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Provides leadership and training in the use of evidence-based and best practices to improve student instruction and interventions.	Applies evidence-based and best practices when facilitating the development and planning of student instruction and interventions.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Develops intervention support plans that help the student, family or other community agencies and systems of support reach a desired goal.			
<i>In addition to the characteristics of Effective:</i> Collaborates with community agencies (e.g., Vocational Rehabilitation, Agency for Persons with Disabilities, etc.) to develop systems of support.	Facilitates the development of plans with the collaboration of a team that may involve community agencies (e.g., Vocational Rehabilitation, Agency for Persons with Disabilities, etc.) and other systems of support in an effort to support the student and their family with specific needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Engages parents and community partners in the planning and design of instruction/interventions.			
<i>In addition to the characteristics of Effective:</i> Facilitates strategies and engages in the planning and design of student instruction and interventions with input from the parent and community partners.	Engages and collaborates with parents and community partners to ensure their input in the planning and design of instruction and interventions.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain B (Staffing Specialists)	
Sources of Evidence:	Types of Evidence:

<input type="checkbox"/> Student Records <input type="checkbox"/> Health Care Plans/ Medical diagnosis from student's physician <input type="checkbox"/> Stakeholder feedback, including student families <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Student assessment(s), including transition assessment, if applicable <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Meeting notes/minutes <input type="checkbox"/> Other:	<p>Documentation of problem identification and problem analysis with graphed data and gap analysis (e.g., screening, progress monitoring, diagnostic assessment)</p> <ul style="list-style-type: none"> • Problem- Solving/Intervention Plan • Academic Intervention Record • Behavior Intervention Plan • Progress- Monitoring Plan • Individual Education Plan • Health Care Plan <p>Documentation based on assessment, observation and/or interpretation of student performance and progress (e.g., Psycho-educational, Functional Behavioral Assessment, Transition Assessment, teacher and parent input forms)</p> <p>Problem- Solving/ Intervention Plan- documentation of intervention and monitoring of student response (e.g., RtI data, progress monitoring data)</p> <p>Documentation systems that track and verify student services from school professionals and outside professionals</p> <p>Conference notes and logs</p> <p>In-service trainings /presentations (handouts, agenda, PowerPoint</p>
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Domain C: Instruction/Intervention Delivery and Facilitation (Staffing Specialists)

<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement/Developing</i>	<i>Unsatisfactory</i>
1. Collaborates with school-based and district level teams to develop and maintain a multi-tiered continuum of services to support the academic, social, emotional, behavioral success and health of all students.			
<i>In addition to the characteristics of Effective:</i> Coordinates and facilitates the collaboration of school-based or district level teams.	Collaborates with a team of school-based personnel to implement multi-tiered supports that address academic, social/emotional behavioral and health success of students.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Consults and collaborates at the individual, family, group and systems levels to implement effective instruction and intervention services.			
<i>In addition to the characteristics of Effective:</i> Coordinates and facilitates students, their families and the appropriate team members.	Consults and collaborates with students, their families and the appropriate team members to support the development and implementation of effective instruction and intervention services that will support the student's needs.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements evidence-based practices within a multi-tiered framework.			
<i>In addition to the characteristics of Effective:</i> Coordinates and facilitates the collaboration of appropriate team members.	Collaborates with the appropriate team members to facilitate the implementation of evidence- based practices that are proven to achieve positive student outcomes within a multi- tiered framework.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Identifies, provides and/or refers for supports designed to help students overcome barriers that impede learning.			
<i>In addition to the characteristics of Effective:</i> Provides training and mentoring of professionals of the process.	Assists in the planning and collaboration of professionals through the evaluation/eligibility process of a student to determine and adjust supports after student data has been collected and interpreted to develop an effective individualized plan for student	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Promotes student outcomes and the use of computer based programs related to career and college readiness.			
<i>In addition to the characteristics of Effective:</i> Implements activities that promote self-advocacy skills and transitional needs, as appropriate.	Coordinates collaboration with the student, teachers, school counselors and other appropriate team members to promote in the self-advocacy and transitional needs (if appropriate) related to the use of digital tools related to career and college readiness through self determination which will prepare the student with post school outcome goals.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
6. Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors.			
<i>In addition to the characteristics of Effective:</i> Selects, develops, modifies and/or adapts materials and resources which support learning objectives by addressing student development, student risk factors, varying student learning styles and special needs of the student.	Coordinates and supports collaboration between the school psychologist, [delete "assigned"] teachers and other relevant professionals to help a student's team understand any relevant information regarding the student's risk factors and student development that may be causing barriers to learning.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain C (Staffing Specialists)

<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Student Records <input type="checkbox"/> Health Care Plans/ Medical diagnosis from student's physician <input type="checkbox"/> Stakeholder feedback, including student families <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Student assessment(s), including transition assessment, if applicable <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Meeting notes/minutes <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> Conference Notes RtI/MTSS documentation Individual Education Plans Functional Behavior Assessments and Behavior Intervention Plan Student data collection

Domain D: Learning Environment (Staffing Specialists)

<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement/Developing</i>	<i>Unsatisfactory</i>
1. Collaborates with teachers and administrators to develop and implement positive behavior supports.			
<i>In addition to the characteristics of Effective:</i> Coordinates and facilitates collaboration to implement at the school wide level.	Collaborates with educators and administrators to develop and/or implement a classroom or individual positive behavior support system that includes high expectations for all students.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).			
<i>In addition to the characteristics of Effective:</i> Coordinates a process with educators, students and families about school level activities that will encourage student engagement to reflect an outcome of student achievement and success	Collaborates and consults with educators, students and families to identify the strengths and needs of the student as part of the problem solving and intervention planning process to increase student engagement.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Promotes safe school environments.			
<i>In addition to the characteristics of Effective:</i> Coordinates on the development of classroom management systems.	Consults on the development of classroom management systems that promote healthy, safe and accessible school environments.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Integrates relevant cultural issues and contexts that impact family–school partnerships.			
<i>In addition to the characteristics of Effective:</i> Assists in collaboration among individuals and organizations to improve cultural, social and societal issues that impact family school relationships through planning activities considering individual student’s culture, learning styles, special needs and socio-economical background.	Identifies relevant cultural, social and societal issues that impact family school relationships and uses the knowledge to problem solve possible prevention and intervention strategies.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain D (**Staffing Specialists**)

<i>Sources of Evidence:</i>	<i>Types of Evidence:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Student Records <input type="checkbox"/> Health Care Plans/ Medical diagnosis from student's physician <input type="checkbox"/> Stakeholder feedback, including student families <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Student assessment(s), including transition assessment, if applicable <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Meeting notes/minutes <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> Threat Assessment School Climate surveys In-service Training- presentation/facilitation related to school climate, violence prevention, crisis intervention and cultural sensitivity School level activities to promote student success and progress (e.g., FCAT rallies, SAT/ACT high score achiever certificate, good student attendance certificate, honor roll acknowledgement)

Domain E: Professional Learning, Responsibility and Ethical Practice (Staffing Specialists)

<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement/Developing</i>	<i>Unsatisfactory</i>
1. Develops a personal, professional growth plan that enhances professional knowledge, skills and practice; and addresses areas of need on the evaluation.			
<i>In addition to the characteristics of Effective:</i> solicits feedback from supervisors and colleagues and initiates activities or modifies plan based on performance outcomes.	Demonstrates continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
2. Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).			
<i>In addition to the characteristics of Effective:</i> Facilitates professional learning activities and initiates activities that contribute to professional growth of self and others.	Participates in professional learning opportunities and reflective practices consistent with the professional growth plan.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
3. Implements knowledge and skills learned in professional development activities.			
Integrates and applies acquired knowledge and training into professional practice in order to mentor and/or train others.	Implements knowledge and skills learned in professional development activities into professional practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
4. Demonstrates effective recordkeeping skills.			
<i>In addition to the characteristics of Effective:</i> Facilitates communication, adapts communication style and content to a variety of audiences.	Demonstrates reliable recordkeeping and coherent and professional written and oral communication skills.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
5. Demonstrates effective oral and written communication skills.			
<i>In addition to the characteristics of Effective:</i> Facilitates communication, adapts communication style and content to a variety of audiences.	Demonstrates coherent and professional written and oral communication skills.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.
6. Complies with national and state laws, district policies and guidelines and ethical educational and professional standards.			
<i>In addition to the characteristics of Effective:</i> Serves as a model for colleagues in displaying high standards of professionalism and ethics in accordance with laws, policies, guidelines and standards.	Complies with applicable laws, rules, guidelines and policies at the federal, state and local levels. Adheres to professional standards, ethics and practices.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Does not demonstrate or ineffectively demonstrates the practice.

Evidences for Domain E (Staffing Specialists)

Sources of Evidence:

Types of Evidence:

- Student Records
- Health Care Plans/ Medical diagnosis from student's physician
- Stakeholder feedback, including student families
- Conference/Interview
- Student assessment(s), including transition assessment, if applicable
- Professional Growth Plan
- Meeting notes/minutes
- Other:

- Professional accolades from local, state and national professional organizations
- Documentation of professional conferences and workshops
- Professional learning community participation and facilitation
- Documentation of supervision and/or mentoring activities
- Demonstrate of organization and time management (e.g., logs and calendars)

Student Services Professionals: *State Model (SPEM)*

The instruments are exactly as provided by the state model, except that the performance levels of *Emergent* and *Ineffective* have been revised to align with the district developed models, which use *Needs Improvement/Developing* and *Unsatisfactory* respectively.

Domain A: Data-Based Decision Making and Evaluation of Practices

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1. Collects and uses data to develop and implement interventions within a problem-solving framework.			
Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis, and intervention design at the systems level.	Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not collect or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.			
Analyzes, integrates, and interprets data from multiple sources at the school or district level, and uses the data to inform systems-level decisions.	Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not analyze, integrate, and interpret data from multiple sources or use data to inform decisions OR ineffectively demonstrates the practice/skill required.
3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.			
Uses school or district data to monitor the effectiveness of MTSS supports and district intervention program outcomes.	Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not monitor student progress or evaluate the effectiveness of academic and behavioral instruction/ intervention OR ineffectively demonstrates the practice/skill required.
4. Shares student performance data in a relevant and understandable way with students, parents, and administrators.			
Trains or mentors others to provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.	Provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not provide feedback on student performance and other assessment data; does not present data in a way that is understandable and relevant OR ineffectively demonstrates the practice/skill required.

Domain B: Instruction/Intervention Planning and Design			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.			
Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions.	Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not work with team to identify, problem solve, and plan academic and behavioral interventions OR ineffectively demonstrates the practice/skill required.
2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.			
Trains or mentors others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Instruction and interventions are not aligned OR are poorly aligned with school improvement priorities and other mandates.
3. Applies evidence-based research and best practices to improve instruction/interventions.			
Applies evidenced-based best practices when developing and planning instruction and interventions across all levels of MTSS (individual, targeted group, school, systems).	Applies evidence-based and best practices when developing and planning instruction and intervention.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Fails to apply OR poorly applies evidence-based and best practices when developing and planning instruction and intervention.
4. Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal.			
Collaborates to identify systems-level needs, resources, and infrastructure to access services and supports.	Develops a support plan that reflects the goals of student/client systems and supports the goal.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Support plans are ineffectively developed (i.e., plans do not reflect goals or systems coordination and support to obtain stated goal).
5. Engages parents and community partners in the planning and design of instruction/interventions.			
Develops systems-level strategies (e.g., validate participation, decision making, two-way communication) for engaging families and community when planning and designing instruction and interventions.	Engages families, community, and educational stakeholders when planning and designing instruction and interventions. Parent input is valued and incorporated into plans.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not engage OR ineffectively engages families and community when planning and designing instruction/intervention.

Domain C: Instruction/Intervention Delivery and Facilitation			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1. Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.			
Facilitates the development of MTSS at the district level by planning and implementing interventions that address systemic issues/concerns.	Facilitates the development of MTSS at the school level by planning and implementing interventions whose intensity matches student, group, or school needs.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not contribute to the development and implementation of MTSS at the school level OR ineffectively demonstrates the practice/skill required.
2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.			
Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services.	Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social-emotional/ behavioral, and health services.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not consult/collaborate OR demonstrates practice/skill ineffectively when planning, implementing, or evaluating academic and social-emotional/behavioral services.
3. Implements evidence-based practices within a multi-tiered framework.			
Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports.	Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not incorporate OR ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups.
4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.			
Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and families.	Identifies barriers to learning and connects students with resources that support positive student outcomes/ goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not identify barriers to learning or connect students with resources that support positive outcomes/goals OR ineffectively demonstrates the practice/skill required.
5. Promotes student outcomes related to career and college readiness.			
Develops/plans district-level or school-level policies/interventions/ supports that address student postsecondary goal attainment.	Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities) and support attainment of post-secondary goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required.
6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.			
Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors.	Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively.

Domain D: Learning Environment			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.			
Interacts with school, district, parents, and community partners to sustain and promote effective system-wide programs/services that result in a healthy school climate.	Interacts with school personnel to promote and implement school-wide positive behavior supports.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not interact with school personnel to promote and implement school-wide positive behavior supports OR poorly demonstrates the practice/skill required.
2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).			
Examines need and feasibility for systemic intervention to support and increase student engagement district-wide.	Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not consult with school personnel to support and/or increase student engagement OR ineffectively demonstrates the practice/skill required.
3. Promotes safe school environments.			
Interacts with learning community to enhance, support, and/or create safe and violence-free school climates through training and advancement of initiatives that relate to healthy and violence-free schools.	Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence).	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Fails to demonstrate OR ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff.
4. Integrates relevant cultural issues and contexts that impact family–school partnerships.			
Creates and promotes multicultural understanding and dialogue through training and information dissemination to examine the broader context of cultural issues that impact family–school partnerships.	Identifies relevant cultural issues and contexts that impact family–school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices.
5. Provides a continuum of crisis intervention services.			
Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination.	Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/evaluating programs.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively demonstrates skills related to collaboration for crisis intervention along the continuum of services.

Domain E: Professional Learning, Responsibility, and Ethical Practice			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.			
Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not develop a personal professional growth plan with goals related to performance evaluation outcomes OR shows ineffective effort in this practice/skill.
2. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).			
Facilitates professional learning communities' review of practices and response to feedback from supervisor and/or coworkers.	Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and/or colleagues for skill enhancement.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not participate in professional development opportunities OR demonstrates poor acceptance and/or use of constructive feedback to enhance skills.
3. Implements knowledge and skills learned in professional development activities.			
Integrates acquired knowledge and training into practice for professional community.	Integrates and applies acquired knowledge and training into professional practice.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Demonstrates little or no interest in altering practices and delivery of services to accommodate new knowledge and skills.
4. Demonstrates effective recordkeeping and communication skills.			
Supports record/data management system impact on practice and facilitates active listening among professional learning community members.	Demonstrates reliable recordkeeping skills; demonstrates coherent, professional written/oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively maintains reliable system of recordkeeping; fails to or poorly demonstrates active listening, written, and/or verbal communication skills.
5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.			
Demonstrates a clear understanding of professional practice standards and ethics. Operationalizes standards in day-to-day practice as a model for professional community members.	Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures in the professional arena.

Methods and Sources of Evidence

Data-Based Decision Making and Evaluation of Practices	
<p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other: 	<p>Types of Evidence:</p> <p>Documentation of problem identification and problem analysis with graphed data and gap analysis (e.g., screening, progress monitoring, diagnostic assessment)</p> <ul style="list-style-type: none"> • Problem-Solving/Intervention Plan • Academic Intervention Record • Behavior Intervention Plan • Progress-Monitoring Plan • Section 504 Plan <p>Reports with data analysis and interpretation (e.g., psychoeducational; psychological; psychosocial; counselors, school health report)</p> <p>Data platforms/electronic documentation systems (e.g., Data Warehouse, Pinnacle, Global Scholar, Performance Matters, AIMSWEB, mCLASS, EASY CBM)</p> <p>Critical Components Checklist</p> <p>Counseling Plan and logs</p> <p>Needs Assessments</p>
Instruction/Intervention Planning and Design	
<p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other: 	<p>Types of Evidence:</p> <p>Problem solving/intervention meeting/plan, documentation of intervention design and development (w/ targets, goals, delivery methods, etc.)</p> <ul style="list-style-type: none"> • Critical Components Checklist • Functional Behavioral Assessment (FBA) • Individual Educational Plan (IEP) • Section 504 Plan • Emergency Action Plan • Individualized Health Care Plan • School Health Plan <p>Electronic documentation systems (school-entry health exam, immunization certification, health records, emergency information, electronic data panels that verify collaboration and consultation)</p> <p>Inservice trainings/presentations (handouts, agenda, PowerPoint)</p> <p>Learning community discussions/presentations (agenda)</p> <p>School/District Improvement Plans – documentation of participation</p>
Instruction/Intervention Delivery and Facilitation	
<p>Sources of Evidence:</p>	<p>Types of Evidence:</p>

<input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other:	<p>Problem-Solving/Intervention Plan – documentation of intervention and monitoring of student response (e.g., Rtl data, progress-monitoring data)</p> <p>Monitoring intervention implementation (dosage and fidelity)</p> <p>Electronic documentation systems (electronic data panels that track and verify services)</p> <p>Case consultation summary</p> <p>Parent conference notes/logs</p> <p>Newsletters, emails, webpage, and other communication methods</p> <p>Critical Components Checklist</p> <p>Benchmark of Quality (BoQ); Benchmarks for Advanced Tiers (BAT)</p> <p>Inservice trainings/presentations related to intervention delivery and facilitation (handouts, agenda, PowerPoint)</p> <p>Pre-post surveys</p> <p>School/District Improvement – documentation of participation</p> <p>Customer satisfaction surveys</p> <p>Family participation and engagement</p>
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Learning Environment	
<p>Sources of Evidence:</p> <input type="checkbox"/> Artifacts <input type="checkbox"/> Observation <input type="checkbox"/> Stakeholder Feedback <input type="checkbox"/> Conference/Interview <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Other:	<p>Types of Evidence:</p> <p>Threat assessment</p> <p>Crisis intervention participation/facilitation</p> <p>School climate surveys</p> <p>Inservice trainings/presentations related to school climate, violence preventions, crisis intervention, and mental health issues</p> <p>School-based programs – development and implementation</p> <p>Health education, medication administration, first aid, bloodborne pathogens, cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) trainings</p> <p>Disproportionality – risk index and ratios</p>

Professional Learning, Responsibility and Ethical Practice

Sources of Evidence:

- Artifacts
- Observation
- Stakeholder Feedback
- Conference/Interview
- Self-Assessment
- Professional Growth Plan
- Other:

Types of Evidence:

- Professional Growth Plan
- Documentation of inservice, professional conferences, and workshops
- Conference/workshop follow-up activities/implementation
- Professional learning community participation/facilitation
- Membership in professional organization
- Documentation of supervision/mentoring activities
- Demonstration of time management (e.g., logs, calendars)

Classroom Teacher Evaluation Rubric

School District of Lee County	<i>Performance Rating</i>			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Domain 1: Planning and Preparation				
1a. Demonstrating Knowledge of Content and Pedagogy	[Redacted]	[Redacted]	[Redacted]	[Redacted]
1b. Designing Student Assessment	[Redacted]	[Redacted]	[Redacted]	[Redacted]
1c. Setting Instructional Outcomes	[Redacted]	[Redacted]	[Redacted]	[Redacted]

School District of Lee County	<i>Performance Rating</i>			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
1d. Demonstrating Knowledge of Resources and Technology	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>
1e. Designing Coherent Instruction that Demonstrates Knowledge of Students	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

School District of Lee County	<i>Performance Rating</i>			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Domain 2: The Classroom Environment				
2a. Creating an Environment of Respect	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
2b. Establishes a Culture for Learning	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
2c. Establishes and Manages Classroom Procedures	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
2d. Stops Misconduct by Using Effective, Appropriate Techniques	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

School District of Lee County	<i>Performance Rating</i>			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
2e. Organizing Physical Space	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Domain 3: Instruction				
3a. Communicating with Students	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
3b. Using Questioning and Discussion Techniques	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

School District of Lee County	<i>Performance Rating</i>			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
3c. Engaging Students in Learning	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
3d. Using Assessment in Instruction	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>

School District of Lee County	<i>Performance Rating</i>			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
3e. Demonstrating Flexibility and Responsiveness	<div style="background-color: black; width: 100%; height: 100%;"></div>	<div style="background-color: black; width: 100%; height: 100%;"></div>	<div style="background-color: black; width: 100%; height: 100%;"></div>	<div style="background-color: black; width: 100%; height: 100%;"></div>
Domain 4: Professional Responsibilities				
4a. Showing Professionalism	<div style="background-color: black; width: 100%; height: 100%;"></div>	<div style="background-color: black; width: 100%; height: 100%;"></div>	<div style="background-color: black; width: 100%; height: 100%;"></div>	<div style="background-color: black; width: 100%; height: 100%;"></div>

School District of Lee County	<i>Performance Rating</i>			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
4b. Maintaining Accurate Records	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
4c. Communicating with Families	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
4d. Participating in a Professional Community	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
4e. Growing and Developing Professionally	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]



Classroom Teacher Pre-Observation Tool: Lesson Planning and Professionalism (Form 1)

Teacher:		Observer:	
Pre-Observation Conference Date:		Date of Observation:	

Instructions:

1. Prior to a formal classroom observation, the teacher completes the pre-observation lesson planning form by filling out the comments for each of the domain categories.
2. The teacher sends the lesson planning form to the evaluator at least two days prior to the observation.
3. The evaluator reads the plan, provides feedback to the teacher and asks any clarifying questions as necessary, as well as any other questions that will provide helpful information prior to the observation.
4. During the post-observation conference, teacher and observer meet to discuss the lesson. Observer also shares the ratings based on the evidence observed during the observation. Observer and teacher share insights into the events that occurred during the observation and work toward agreement regarding teacher's rating for the elements observed. Specific sections of the observation instrument may be discussed.

<p style="text-align: center;"><u>DOMAIN 1: Planning and Preparation</u></p> <p>1a. Demonstrating Knowledge of Content and Pedagogy 1b. Designing Student Assessment 1c. Setting Instructional Outcomes 1d. Demonstrating Knowledge of Resources and Technology 1e. Designing Coherent Instruction that Demonstrates Knowledge of Students</p>	<p style="text-align: center;"><u>DOMAIN 4: Professional Responsibilities</u></p> <p>4a. Showing Professionalism 4b. Maintaining Accurate Records 4c. Communicating with Families 4d. Participating in a Professional Community 4e. Growing and Developing Professionally</p>
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Strategies and Behaviors Rating Scale:

The generic rating scale described below may be used to determine the appropriate rating for each of the elements.

Unsatisfactory (UN)	Need Improvement/Developing (NI/D)	Effective (E)	Highly Effective (HE)
Strategy was called for but not observed or was used incorrectly but with parts missing.	This is a teacher who is attempting to implement effective teaching strategies.	This is a teacher who has mastered and consistently uses effective teaching strategies.	This is an expert teacher who could model and/or teach others effective teaching strategies.



Classroom Teacher Pre-Observation Tool: Lesson Planning and Professionalism (Form 1)

					Performance Rating					
					Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective		
Domain 1: Planning and Preparation										
1a. Demonstrating Knowledge of Content and Pedagogy					[Redacted]	[Redacted]	[Redacted]	[Redacted]		
Teacher Comments: <i>e.g.</i> What is the content to be taught? What prerequisite learning is required?										
1b. Designing Student Assessment					[Redacted]	[Redacted]	[Redacted]	[Redacted]		
Teacher Comments: <i>e.g.</i> How will you measure the goals articulated in 1c? What does success look like?										



Classroom Teacher Pre-Observation Tool: Lesson Planning and Professionalism (Form 1)

					Performance Rating					
					Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective		
1c. Setting Instructional Outcomes					[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]		
Teacher Comments: <i>e.g.</i> What do you want students to learn during this lesson?										
1d. Demonstrating Knowledge of Resources and Technology					[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]		
Teacher Comments: <i>e.g.</i> What resources were considered for this lesson and rejected? Why? What resources will be used? Why?										



Classroom Teacher Pre-Observation Tool: Lesson Planning and Professionalism (Form 1)

	Performance Rating			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
1e. Designing Coherent Instruction that Demonstrates Knowledge of Students	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Teacher Comments: <i>e.g.</i> List very briefly the steps of the lesson.				



Classroom Teacher Pre-Observation Tool: Lesson Planning and Professionalism (Form 1)

	Performance Rating			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Domain 4: Professional Responsibilities				
4a. Showing Professionalism	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Teacher Comments: <i>List any evidence for Domain 4 that relates to the lesson being taught; evidence is not required for all Domain 4 components.</i>				
4b. Maintaining Accurate Records	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Teacher Comments: <i>List any evidence for Domain 4 that relates to the lesson being taught; evidence is not required for all Domain 4 components.</i>				



Classroom Teacher Pre-Observation Tool: Lesson Planning and Professionalism (Form 1)

	Performance Rating			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
4c. Communicating with Families	[Redacted]	[Redacted]	[Redacted]	[Redacted]
Teacher Comments: List any evidence for Domain 4 that relates to the lesson being taught; evidence is not required for all Domain 4 components.				
4d. Participating in a Professional Community	[Redacted]	[Redacted]	[Redacted]	[Redacted]
Teacher Comments: List any evidence for Domain 4 that relates to the lesson being taught; evidence is not required for all Domain 4 components.				
4e. Growing and Developing Professionally	[Redacted]	[Redacted]	[Redacted]	[Redacted]
Teacher Comments: List any evidence for Domain 4 that relates to the lesson being taught; evidence is not required for all Domain 4 components.				



Observer Classroom Walk-through Tool (Form 2A)

Teacher:		Observer:		Date of Observation:	
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Instructions:

1. Prior to the completion of a walk-through the observer selects a domain or domain category for focus.
2. Walk-through observation is conducted using the appropriate domain category observation form.
3. Observer will complete observation forms within two days of the walk-through.
4. Observation form will be available for review by the teacher within two days of the walk-through.
5. It is the intent of the walk-through observation to provide frequent and ongoing feedback to the teacher regarding performance. Post-observation conferences will be scheduled when appropriate.

<p style="text-align: center;"><u>DOMAIN 1: Planning and Preparation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 1a. Demonstrating Knowledge of Content and Pedagogy <input type="checkbox"/> 1b. Designing Student Assessment <input type="checkbox"/> 1c. Setting Instructional Outcomes <input type="checkbox"/> 1d. Demonstrating Knowledge of Resources and Technology <input type="checkbox"/> 1e. Designing Coherent Instruction that Demonstrates Knowledge of Students 	<p style="text-align: center;"><u>DOMAIN 4: Professional Responsibilities</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 4a. Showing Professionalism <input type="checkbox"/> 4b. Maintaining Accurate Records <input type="checkbox"/> 4c. Communicating with Families <input type="checkbox"/> 4d. Participating in a Professional Community <input type="checkbox"/> 4e. Growing and Developing Professionally
<p style="text-align: center;"><u>DOMAIN 2: The Classroom Environment</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 2a. Creating an Environment of Respect <input type="checkbox"/> 2b. Establishes a Culture for Learning <input type="checkbox"/> 2c. Establishes and Manages Classroom Procedures <input type="checkbox"/> 2d. Stops Misconduct <input type="checkbox"/> 2e. Organizes Physical Space 	<p style="text-align: center;"><u>DOMAIN 3: Instruction</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 3a. Communicating with Students <input type="checkbox"/> 3b. Using Questioning and Discussion Techniques <input type="checkbox"/> 3c. Engaging Students in Learning <input type="checkbox"/> 3d. Using Assessment in Instruction <input type="checkbox"/> 3e. Demonstrating Flexibility and Responsiveness

Strategies and Behaviors Rating Scale:

The generic rating scale described below may be used to determine the appropriate rating for each of the elements observed during the walk-through.

Observed (O)	Not Observed (N)	Focus Area (F)
The strategy or behavior was observed. If not marked as a focus area, this would be an example of either Effective or Highly Effective performance	The strategy or behavior was not observed. If not marked as a focus area, this simply means the strategy was not seen by the observer during the time of the walkthrough and the observer did not expect to see the strategy.	Strategy was either called for but <i>not observed</i> or was <i>observed</i> but used with parts missing or incorrectly.

Note: Look-fors in plain text are examples of *Effective* behaviors or strategies. ***Looks-fors in bold, italicized text are examples of Highly Effective behaviors or strategies.***



Observer Classroom Walk-through Tool (Form 2A)

1a. Demonstrating Knowledge of Pedagogy

FEAP Foundational Principle 2

Lesson plans:	O	N	F	Comments
[REDACTED]				
[REDACTED]				
[REDACTED]				
[REDACTED]				
[REDACTED]				
[REDACTED]				

1b. Designing Student Assessment

FEAP (a)1.d.; (a)4.a.; (a)4.b.; (a)4.d.

Assessments:	O	N	F	Comments
[REDACTED]				
[REDACTED]				
[REDACTED]				
[REDACTED]				
[REDACTED]				
[REDACTED]				
[REDACTED]				
[REDACTED]				
[REDACTED]				

1c. Setting Instructional Outcomes

FEAP (a)1.a.

The teacher:	O	N	F	Comments
[REDACTED]				
[REDACTED]				
[REDACTED]				

1d. Demonstrating Knowledge of Resources and Technology

FEAP (a)2.g.; (a)2.i

The teacher:	O	N	F	Comments
[REDACTED]				
[REDACTED]				
[REDACTED]				
[REDACTED]				
[REDACTED]				
- uses technology and resources to differentiate instruction and enhance learning.				



Observer Classroom Walk-through Tool (Form 2A)

1e. Designing Coherent Instruction

FEAP (a)1.b.; (a)1.c.; (a)1.e.; (a)1.f.; (a)3.e.; (a)3.h.

The teacher:	O	N	F	Comments
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
Lessons:				
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				

2a. Creating an Environment of Respect

FEAP (a)2.d.; (a)2.f.

The teacher:	O	N	F	Comments
[Redacted]				
[Redacted]				
[Redacted]				
The students:	O	N	F	
[Redacted]				
[Redacted]				



Observer Classroom Walk-through Tool (Form 2A)

2b. Establishes a Culture for Learning *FEAP (a)2.c.; (a)2.f.; Foundational Principle 1*

The teacher:	O	N	F	Comments
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				

The students:	O	N	F	Comments
[Redacted]				
[Redacted]				

2c. Establishes and Manages Classroom Procedures *FEAP (a)2.a.*

The teacher:	O	N	F	Comments
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				

2d. Stops Misconduct by Using Effective, Appropriate Techniques *FEAP (a)2.b.*

The teacher:	O	N	F	Comments
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				

2e. Organizes Physical Space *FEAP (a)2.a.; (a)2.h.*

The teacher:	O	N	F	Comments
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				



Observer Classroom Walk-through Tool (Form 2A)

3c. Engaging Students in Learning

FEAP (a)3.a.; (a)3.b.; (a)3.g.

Group of students:	O	N	F	Comments
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
Lessons:	O	N	F	
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				
Technology is:	O	N	F	
[Redacted]				
[Redacted]				
[Redacted]				
The teacher:	O	N	F	
[Redacted]				
[Redacted]				

3d. Using Assessment in Instruction

FEAP (a)3.c.; (a)3.i.; (a)3.j.; (a)4.c.; (a)4.d.; (a)4.e.

Formative assessments are:	O	N	F	Comments
[Redacted]				
[Redacted]				
Progress is monitored by:	O	N	F	
[Redacted]				
[Redacted]				
Feedback to students:	O	N	F	
[Redacted]				
[Redacted]				
[Redacted]				
[Redacted]				



Observer Classroom Walk-through Tool (Form 2A)

4c. Communicating with Families				FEAP (a)4.e.; (b)1.c.	
The teacher:	O	N	F	Comments	
[REDACTED]					
[REDACTED]					
[REDACTED]					
4d. Participating in a Professional Community				FEAP (a)1.e.; (b)1.c.	
The teacher:	O	N	F	Comments	
[REDACTED]					
[REDACTED]					
[REDACTED]					
[REDACTED]					
[REDACTED]					
[REDACTED]					
[REDACTED]					
4e. Growing and Developing Professionally				FEAP (b)1.a.; (b)1.b.; (b)1.d.; (b)1.e.	
The teacher:	O	N	F	Comments	
[REDACTED]					
[REDACTED]					
[REDACTED]					
[REDACTED]					

Observer Formal Observation Tool (Form 2B)

Teacher:		Observer:		Date of Observation:	
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Instructions:

1. During the pre-observation conference, teacher and observer discuss the upcoming lesson and identify the focus of the observation by reviewing and discussing Form 1. Together, the teacher and the observer identify the lesson elements that will be of most importance for this observation.
2. Additionally, both teacher and observer review the specific descriptors regarding teacher and student evidence in determining the focus of the observation. Observer will seek evidence to assess proficiency on the targeted lesson elements. Observer may also observe other issues and address them in the post-observation conference. Observations are recorded using Form 2B.
3. Teacher conducts a post-observation self-assessment of the elements that were targeted using Form 3 and shares it with the observer electronically prior to the post-observation conference.
4. During the post-observation conference, teacher and observer meet to discuss the lesson. Observer also shares the ratings based on the evidence observed during the observation. Observer and teacher share insights into the events that occurred during the observation and work toward agreement regarding teacher’s rating for the elements observed. Specific sections of the observation instrument may be discussed.

<p style="text-align: center;"><u>DOMAIN 1: Planning and Preparation</u></p> <p><input type="checkbox"/> 1a. Demonstrating Knowledge of Content and Pedagogy</p> <p><input type="checkbox"/> 1b. Designing Student Assessment</p> <p><input type="checkbox"/> 1c. Setting Instructional Outcomes</p> <p><input type="checkbox"/> 1d. Demonstrating Knowledge of Resources and Technology</p> <p><input type="checkbox"/> 1e. Designing Coherent Instruction that Demonstrates Knowledge of Students</p>	<p style="text-align: center;"><u>DOMAIN 4: Professional Responsibilities</u></p> <p><input type="checkbox"/> 4a. Showing Professionalism</p> <p><input type="checkbox"/> 4b. Maintaining Accurate Records</p> <p><input type="checkbox"/> 4c. Communicating with Families</p> <p><input type="checkbox"/> 4d. Participating in a Professional Community</p> <p><input type="checkbox"/> 4e. Growing and Developing Professionally</p>
<p style="text-align: center;"><u>DOMAIN 2: The Classroom Environment</u></p> <p><input type="checkbox"/> 2a. Creating an Environment of Respect</p> <p><input type="checkbox"/> 2b. Establishes a Culture for Learning</p> <p><input type="checkbox"/> 2c. Establishes and Manages Classroom Procedures</p> <p><input type="checkbox"/> 2d. Stops Misconduct</p> <p><input type="checkbox"/> 2e. Organizes Physical Space</p>	<p style="text-align: center;"><u>DOMAIN 3: Instruction</u></p> <p><input type="checkbox"/> 3a. Communicating with Students</p> <p><input type="checkbox"/> 3b. Using Questioning and Discussion Techniques</p> <p><input type="checkbox"/> 3c. Engaging Students in Learning</p> <p><input type="checkbox"/> 3d. Using Assessment in Instruction</p> <p><input type="checkbox"/> 3e. Demonstrating Flexibility and Responsiveness</p>

Strategies and Behaviors Rating Scale:

The generic rating scale described below may be used to determine the appropriate rating for each of the elements observed during the formal observation.

Unsatisfactory (UN)	Needs Improvement/ Developing (NI/D)	Effective (E)	Highly Effective (HE)	Observed (O)	Not Observed (N)	Focus Area (F)
Strategy was called for but not observed or was used incorrectly or with parts missing.	This is a teacher who is attempting to implement effective teaching strategies.	This is a teacher who has mastered and consistently uses effective teaching strategies.	This is an expert teacher who could model and/or teach others effective teaching strategies.	The strategy was observed. If not marked as a focus area, this would be an example of either Effective or Highly Effective performance.	The strategy or behavior was not observed. If not marked as a focus area, this simply means the strategy was not seen by the observer during the time of the walkthrough and the observer did not expect to see the strategy.	Strategy was either called for but <i>not observed</i> or was <i>observed</i> but used with parts missing or incorrectly.

Note: Look-fors in plain text are examples of *Effective* behaviors or strategies. ***Looks-fors in bold, italicized text are examples of Highly Effective behaviors or strategies.***

Observer Formal Observation Tool (Form 2B)

Lesson plans:				O	N	F	Comments
[REDACTED]							
[REDACTED]							
[REDACTED]							
[REDACTED]							
[REDACTED]							
[REDACTED]							
Overall Rating for Indicator 1A				U N	NI D	E HE	

1b. Designing Student Assessment *FEAP (a)1.d.; (a)4.a.; (a)4.b.; (a)4.d.*

Assessments:				O	N	F	Comments
[REDACTED]							
[REDACTED]							
[REDACTED]							
[REDACTED]							
[REDACTED]							
[REDACTED]							
[REDACTED]							
[REDACTED]							
[REDACTED]							
[REDACTED]							
Overall Rating for Indicator 1B				U N	NI D	E HE	

1c. Setting Instructional Outcomes *FEAP (a)1.a.*

The teacher:				O	N	F	Comments
[REDACTED]							
[REDACTED]							
[REDACTED]							
Overall Rating for Indicator 1C				U N	NI D	E HE	

1d. Demonstrating Knowledge of Resources and Technology *FEAP (a)2.g.; (a)2.i*

The teacher:				O	N	F	Comments
[REDACTED]							
[REDACTED]							

Observer Formal Observation Tool (Form 2B)

[Redacted]					
[Redacted]					
[Redacted]					
[Redacted]					
<i>Overall Rating for Indicator 1D</i>	U N	NI D	E	HE	
1e. Designing Coherent Instruction					<i>FEAP (a)1.b.; (a)1.c.; (a)1.e.; (a)1.f.; (a)3.e.; (a)3.h.</i>
The teacher:		O	N	F	Comments
[Redacted]					
[Redacted]					
[Redacted]					
[Redacted]					
[Redacted]					
Lessons:					
[Redacted]					
[Redacted]					
[Redacted]					
[Redacted]					
<i>Overall Rating for Indicator 1E</i>	U N	NI D	E	HE	

2a. Creating an Environment of Respect					<i>FEAP (a)2.d.; (a)2.f.</i>
The teacher:		O	N	F	Comments
[Redacted]					
[Redacted]					
The students:		O	N	F	

Observer Formal Observation Tool (Form 2B)

<i>Overall Rating for Indicator 2D</i>					UN	NI D	E	HE	
2e. Organizes Physical Space								<i>FEAP (a)2.a.; (a)2.h.</i>	
The teacher:					O	N	F	Comments	
[Redacted]									
[Redacted]									
[Redacted]									
[Redacted]									
<i>Overall Rating for Indicator 2E</i>					UN	NI D	E	HE	

Observer Formal Observation Tool (Form 2B)

3a. Communicating with Students					FEAP (a)2.e.			
Lesson objectives are:					O	N	F	Comments
[Redacted]								
[Redacted]								
[Redacted]								
[Redacted]								
The teacher:					O	N	F	
[Redacted]								
[Redacted]								
[Redacted]								
[Redacted]								
Overall Rating for Indicator 3A					U N	NI D	E	HE
3b. Using Questioning and Discussion Techniques					FEAP (a)3.f			
The teacher:					O	N	F	Comments
[Redacted]								
[Redacted]								
[Redacted]								
[Redacted]								
[Redacted]								
[Redacted]								
[Redacted]								
[Redacted]								
[Redacted]								
[Redacted]								
[Redacted]								
Overall Rating for Indicator 3B					U N	NI D	E	

Observer Formal Observation Tool (Form 2B)

3c. Engaging Students in Learning					FEAP (a)3.a.; (a)3.b.; (a)3.g.	
Group of students:		O	N	F	Comments	
[Redacted]						
[Redacted]						
[Redacted]						
[Redacted]						
[Redacted]						
Lessons:		O	N	F		
[Redacted]						
[Redacted]						
[Redacted]						
[Redacted]						
Technology is:		O	N	F		
[Redacted]						
[Redacted]						
The teacher:		O	N	F		
[Redacted]						
[Redacted]						
<i>Overall Rating for Indicator 3C</i>		UN	NI D	E	HE	

Observer Formal Observation Tool (Form 2B)

3d. Using Assessment in Instruction *FEAP (a)3.c.; (a)3.i.; (a)3.j.; (a)4.c.; (a)4.d.; (a)4.e.*

Formative assessments are:	O	N	F	Comments
[REDACTED]				
Progress is monitored by:	O	N	F	
[REDACTED]				
Feedback to students:	O	N	F	
[REDACTED]				
[REDACTED]				
[REDACTED]				
[REDACTED]				
<i>Overall Rating for Indicator 3D</i>	UN	NI D	E HE	

3e. Demonstrating Flexibility and Responsiveness *FEAP (a)2.h.; (a)3.d.; (a)3.j.*

The teacher:	O	N	F	Comments
[REDACTED]				
[REDACTED]				
[REDACTED]				
[REDACTED]				
[REDACTED]				
[REDACTED]				
Students:	O	N	F	
[REDACTED]				
[REDACTED]				
[REDACTED]				
<i>Overall Rating for Indicator 3E</i>	UN	NI D	E HE	

Observer Formal Observation Tool (Form 2B)

4a. Showing Professionalism					FEAP (b)2; Foundational Principle 3					
The teacher:					O	N	F	Comments		
[Redacted]										
[Redacted]										
[Redacted]										
[Redacted]										
[Redacted]										
[Redacted]										
Overall Rating for Indicator 4A					UN	NI D	E	HE		

4b. Maintaining Accurate Records					FEAP (a)4.f					
The teacher:					O	N	F	Comments		
[Redacted]										
[Redacted]										
[Redacted]										
[Redacted]										
[Redacted]										
[Redacted]										
Overall Rating for Indicator 4B					UN	NI D	E	HE		

4c. Communicating with Families					FEAP (a)4.e.; (b)1.c.					
The teacher:					O	N	F	Comments		
[Redacted]										
[Redacted]										
[Redacted]										
Overall Rating for Indicator 4C					UN	NI D	E	HE		

4d. Participating in a Professional Community					FEAP (a)1.e.; (b)1.c.					
The teacher:					O	N	F	Comments		

Observer Formal Observation Tool (Form 2B)

[REDACTED]					
[REDACTED]					
[REDACTED]					
[REDACTED]					
[REDACTED]					
[REDACTED]					
[REDACTED]					
<i>Overall Rating for Indicator 4D</i>	UN	NI D	E	HE	
4e. Growing and Developing Professionally					<i>FEAP (b)1.a.; (b)1.b.; (b)1.d.; (b)1.e.</i>
The teacher:		O	N	F	Comments
[REDACTED]					
[REDACTED]					
[REDACTED]					
[REDACTED]					
<i>Overall Rating for Indicator 4E</i>	UN	NI D	E	HE	

Formal Observation Teacher Self-Assessment Form (Form 3)

Teacher:		Observer:		School:	
Pre-Observation Conference Date:		Date of Observation:		Post-Observation Conference Date:	

Instructions:

1. After a formal classroom observation, the teacher conducts a self-assessment (Form 3) of the lesson by highlighting the appropriate components/levels of performance. Comments may also be entered.
2. The teacher sends the self-assessment to the evaluator within two days of the observation.
3. The evaluator studies the teacher self-assessment, and marks on the evaluator rubric the components of agreement, that is, those components where the teacher’s self-assessment of the lesson matches with the evaluator’s assessment of that component. The evaluator does not mark the components where the teacher’s thinking and the evaluator’s thinking do not match. These will be discussed in step 4.
4. During the post-observation conference, teacher and observer meet to discuss the lesson. Observer also shares the ratings based on the evidence observed during the observation. Observer and teacher share insights into the events that occurred during the observation and work toward agreement regarding teacher’s rating for the elements observed. Specific sections of the observation instrument may be discussed.

<p style="text-align: center;"><u>DOMAIN 2: The Classroom Environment</u></p> <p>2a. Creating an Environment of Respect 2b. Establishes a Culture for Learning 2c. Establishes and Manages Classroom Procedures 2d. Stops Misconduct by Using Effective, Appropriate Techniques 2e. Organizes Physical Space</p>	<p style="text-align: center;"><u>DOMAIN 3: Instruction</u></p> <p>3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness</p>
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Classroom Strategies and Behaviors Rating Scale:

The generic rating scale described below may be used to determine the appropriate rating for each of the elements during the observed lesson.

Unsatisfactory (UN)	Needs Improvement/Developing (UN/D)	Effective(E)	Highly Effective (HE)
Strategy was called for but not observed or was used incorrectly or with parts missing.	This is a teacher who is attempting to implement effective teaching strategies.	This is a teacher who has mastered and consistently uses effective teaching strategies.	This is an expert teacher who could model and/or teach others effective teaching strategies.

Performance Rating

Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
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Domain 2: The Classroom Environment

2a. Creating an Environment of Respect	[Redacted]	[Redacted]	[Redacted]	[Redacted]
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Teacher Reflection:

2b. Establishes a Culture for Learning	[Redacted]	[Redacted]	[Redacted]	[Redacted]
--	------------	------------	------------	------------

Teacher Reflection:

2c. Establishes and Manages Classroom Procedures	[Redacted]	[Redacted]	[Redacted]	[Redacted]
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Teacher Reflection:

					<i>Performance Rating</i>					
					Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective		
2d. Stops Misconduct by Using Effective, Appropriate Techniques					[Redacted]		[Redacted]		[Redacted]	
					[Redacted]		[Redacted]		[Redacted]	
Teacher Reflection:										
2e. Organizing Physical Space					[Redacted]		[Redacted]		[Redacted]	
Teacher Reflection:										

Performance Rating

Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
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Domain 3: Instruction

3a. Communicating with Students

[Redacted]	[Redacted]	[Redacted]	[Redacted]
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Teacher Reflection:

3b. Using Questioning and Discussion Techniques

[Redacted]	[Redacted]	[Redacted]	[Redacted]
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Teacher Reflection:

Performance Rating

	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
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3c. Engaging Students in Learning

[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
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Teacher Reflection:

3d. Using Assessment in Instruction

[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
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Teacher Reflection:

					<i>Performance Rating</i>							
					Unsatisfactory		Needs Improvement/ Developing		Effective		Highly Effective	
3e. Demonstrating Flexibility and Responsiveness					[REDACTED]		[REDACTED]		[REDACTED]		[REDACTED]	
					[REDACTED]		[REDACTED]		[REDACTED]		[REDACTED]	
					[REDACTED]		[REDACTED]		[REDACTED]		[REDACTED]	
Teacher Reflection:												



Non-Classroom Instructional Personnel Performance Evaluation Form

		Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Domain 1: Planning and Preparation					
1a. Demonstrating Knowledge of Content and Pedagogy		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
				[REDACTED]	[REDACTED]
1b. Designing Assessment		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
					[REDACTED]
1c. Setting Outcomes		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
			[REDACTED]	[REDACTED]	[REDACTED]
			[REDACTED]	[REDACTED]	[REDACTED]
			[REDACTED]	[REDACTED]	[REDACTED]

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
1d. Demonstrating Knowledge of Resources and Technology	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
1e. Designing Coherent Activities that Demonstrate Knowledge of Stakeholders	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

					Performance Rating								
					Unsatisfactory		Needs Improvement/Developing		Effective		Highly Effective		
Domain 2: The Classroom Environment													
2a. Creating an Environment of Respect													
2b. Establishes a Culture for Learning													
2c. Establishes and Manages Procedures													
2d. Stops Misconduct by Using Effective, Appropriate Techniques													

Performance Rating				
	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
3c. Engaging Students / Stakeholders in Learning	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
3d. Using Assessment	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
3e. Demonstrating Flexibility and Responsiveness	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]



Performance Rating

Unsatisfactory

Needs Improvement/Developing

Effective

Highly Effective

Domain 4: Professional Responsibilities

4a. Showing Professionalism

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

4b. Maintaining Accurate Records

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

4c. Communicating with Families / Stakeholders

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]



Performance Rating

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
4d. Participating in a Professional Community	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
4e. Growing and Developing Professionally	[REDACTED] [REDACTED]	[REDACTED] [REDACTED]	[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]

Performance Rating				
	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
1d. Demonstrating Knowledge of Resources and Technology	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
1e. Designing Coherent Activities that Demonstrate Knowledge of Stakeholders	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Performance Rating				
	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
3c. Engaging Students / Stakeholders in Learning	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
3d. Using Assessment	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
3e. Demonstrating Flexibility and Responsiveness	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

					<i>Performance Rating</i>					
					Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective		
4d. Participating in a Professional Community					[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]		
4e. Growing and Developing Professionally					[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]		



Non-Classroom Instructional Pre-Observation Tool: Lesson Planning and Professionalism (Form #1)
 The School District of Lee County

Teacher:		Observer:		School:	
Pre-Observation Conference Date:		Date of Observation:		Post-Observation Conference Date:	

Instructions:

1. Prior a formal classroom observation, the teacher completes the pre-observation lesson planning form by filling out the comments for each of the domain categories.
2. The teacher sends the lesson planning form to the evaluator at least two days prior to the observation.
3. The evaluator reads the plan, provides feedback to the teacher and asks any clarifying questions as necessary, as well as any other questions that will provide helpful information prior to the observation.
4. During the post-observation conference, teacher and observer meet to discuss the lesson. Observer also shares the ratings based on the evidence observed during the observation. Observer and teacher share insights into the events that occurred during the observation and work toward agreement regarding teacher's rating for the elements observed. Specific sections of the observation instrument may be discussed.
5. At the conclusion of the process, the observer makes a rating decision and records the result in the evaluation rubric.

<p><u>DOMAIN 1: Planning and Preparation</u></p> <p>1a. Demonstrating Knowledge of Content and Pedagogy 1b. Designing Student Assessment 1c. Setting Instructional Outcomes 1d. Demonstrating Knowledge of Resources and Technology 1e. Designing Coherent Instruction that Demonstrates Knowledge of Students</p>	<p><u>DOMAIN 4: Professional Responsibilities</u></p> <p>4a. Showing Professionalism 4b. Maintaining Accurate Records 4c. Communicating with Families 4d. Participating in a Professional Community 4e. Growing and Developing Professionally</p>
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Strategies and Behaviors Rating Scale: The generic rating scale described below may be used to determine the appropriate rating for each of the element.

Unsatisfactory (U)	Needs Improvement (NI)/ Developing (D)	Effective (E)	Highly Effective (HE)
Does not use strategy or uses strategy incorrectly or with parts missing.	Uses strategy with no significant errors or omissions.	Uses strategy and monitors extent to which it produces desired outcomes.	Adapts and creates new strategies for unique needs and situations.

Performance Rating			
Unsatisfactory (U)	Needs Improvement (NI)/ Developing (D)	Effective (E)	Highly Effective (HE)

Domain 1: Planning and Preparation

<p>1a. Demonstrating Knowledge of Content and Pedagogy</p>	<p>[Redacted]</p>	<p>[Redacted]</p>	<p>[Redacted]</p>	<p>[Redacted]</p>
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Teacher Comments: *e.g.* What is the content to be taught? What prerequisite learning is required?

Performance Rating

	Unsatisfactory (U)	Needs Improvement (NI)/ Developing (D)	Effective (E)	Highly Effective (HE)
1b. Designing Student Assessment	[Redacted]	[Redacted]	[Redacted]	[Redacted]

Teacher Comments: *e.g.* How will you measure the goals articulated in 1c? What does success look like?

Performance Rating

	Unsatisfactory (U)	Needs Improvement (NI)/ Developing (D)	Effective (E)	Highly Effective (HE)
1c. Setting Instructional Outcomes	[Redacted]	[Redacted]	[Redacted]	[Redacted]

Teacher Comments: *e.g.* What do you want students to learn during this lesson?

Performance Rating

	Unsatisfactory (U)	Needs Improvement (NI)/ Developing (D)	Effective (E)	Highly Effective (HE)
1d. Demonstrating Knowledge of Resources and Technology	[Redacted]	[Redacted]	[Redacted]	[Redacted]

Teacher Comments: *e.g.* What resources were considered for this lesson and rejected? Why? What resources will be used? Why?

Performance Rating

Unsatisfactory (U)

Needs Improvement (NI)/
Developing (D)

Effective (E)

Highly Effective (HE)

1e. Designing Coherent
Instruction that Demonstrates
Knowledge of Students

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Teacher Comments: e.g. List very briefly the steps of the lesson.

Performance Rating

Unsatisfactory (U)

Needs Improvement (NI)/
Developing (D)

Effective (E)

Highly Effective (HE)

4a. Showing Professionalism

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Teacher Comments: List any evidence for Domain 4 that relates to the lesson being taught; evidence is not required for all Domain 4 components.

4b. Maintaining Accurate
Records

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Performance Rating			
Unsatisfactory (U)	Needs Improvement (NI)/ Developing (D)	Effective (E)	Highly Effective (HE)

Teacher Comments: List any evidence for Domain 4 that relates to the lesson being taught; evidence is not required for all Domain 4 components.

4d. Participating in a Professional Community

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Performance Rating			
Unsatisfactory (U)	Needs Improvement (NI)/ Developing (D)	Effective (E)	Highly Effective (HE)

Teacher Comments: List any evidence for Domain 4 that relates to the lesson being taught; evidence is not required for all Domain 4 components.

4e. Growing and Developing Professionally	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
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Teacher Comments: List any evidence for Domain 4 that relates to the lesson being taught; evidence is not required for all Domain 4 components.

Formal Observation for Non-Classroom Teachers (Form 2B)

DOMAIN 1: PLANNING AND PREPARATION					O	NO	FA		Comments	FEAP
1a Demonstrating Knowledge of Pedagogy										
										a.1.a
										a.3.f
										b.1.c
										a.2.a
										b.1.e
										b.1.d
	<i>Circle Overall Rating for Indicator</i>				UN	NID	E	HE		
1b Designing Assessment					O	NO	FA			
										a.4.b
										a.3.h
										a.4.a
	<i>Circle Overall Rating for Indicator</i>				UN	NID	E	HE		
1c Setting Outcomes					O	NO	FA			
										a.1.a
										a.2.a
										a.3.j
	<i>Circle Overall Rating for Indicator</i>				UN	NID	E	HE		
1d Demonstrating Knowledge of Resources and Technology										
										a.2.g
										↓
	<i>Circle Overall Rating for Indicator</i>				UN	NID	E	HE		

1e Designing Coherent Activities that Demonstrate Knowledge of Stakeholders					O	NO	FA			
--	--	--	--	--	----------	-----------	-----------	--	--	--

Pre-Observation Conference Date:		Date of Observation:		Post-Observation Conference Date:	
---	--	---------------------------------	--	--	--

Instructions:

1. After a formal classroom observation, the teacher conducts a self-assessment (Form 3) of the lesson by highlighting the appropriate components/levels of performance. Comments may also be entered.
2. The teacher sends the self-assessment to the evaluator within two days of the observation.
3. The evaluator studies the teacher self-assessment, and marks on the evaluator rubric the components of agreement, that is, those components where the teacher's self-assessment of the lesson matches with the evaluator's assessment of that component. The evaluator does not mark the components where the teacher's thinking and the evaluator's thinking do not match. These will be discussed in step 4.
4. During the post-observation conference, teacher and observer meet to discuss the lesson. Observer also shares the ratings based on the evidence observed during the observation. Observer and teacher share insights into the events that occurred during the observation and work toward agreement regarding teacher's rating for the elements observed. Specific sections of the observation instrument may be discussed.
5. At the conclusion of the process, the observer makes a rating decision and records the result in the evaluator rubric.

<u>DOMAIN 2: The Classroom Environment</u>	<u>DOMAIN 3: Instruction</u>
2a. Creating an Environment of Respect 2b. Establishes a Culture for Learning 2c. Establishes and Manages Classroom Procedures 2d. Stops Misconduct by Using Effective, Appropriate Techniques 2e. Organizes Physical Space	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness

Classroom Strategies and Behaviors Rating Scale:

The generic rating scale described below may be used to determine the appropriate rating for each of the elements during the observed lesson.

Unsatisfactory (U)	Needs Improvement (NI)/ Developing (D)	Effective (E)	Highly Effective (HE)
Does not use strategy or uses strategy incorrectly or with parts missing.	Engages students in strategy with no significant errors or omissions	Engages students in strategy and monitors extent to which it produces desired outcomes	Adapts and creates new strategies for unique student needs and situations

Performance Rating

Unsatisfactory (U)

Needs Improvement (NI)/
Developing (D)

Effective (E)

Highly Effective (HE)

Domain 2: The Classroom Environment

2a. Creating an Environment
of Respect

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Teacher Reflection:

2b. Establishes a Culture for
Learning

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Teacher Reflection:

Performance Rating

Unsatisfactory (U)

**Needs Improvement (NI)/
Developing (D)**

Effective (E)

Highly Effective (HE)

2c. Establishes and Manages
Classroom Procedures

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Teacher Reflection:

2d. Stops Misconduct by
Using Effective, Appropriate
Techniques

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Teacher Reflection:

Performance Rating

Unsatisfactory (U)

Needs Improvement (NI)/
Developing (D)

Effective (E)

Highly Effective (HE)

2e. Organizing Physical Space

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Teacher Reflection:



Performance Rating

Unsatisfactory (U)

Needs Improvement (NI)/
Developing (D)

Effective (E)

Highly Effective (HE)

Domain 3: Instruction

3a. Communicating with Stakeholders

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Teacher Reflection:



Performance Rating

Unsatisfactory (U)

Needs Improvement (NI)/
Developing (D)

Effective (E)

Highly Effective (HE)

3b. Using Questioning and Discussion Techniques

[Redacted text in Unsatisfactory column]

[Redacted text in Needs Improvement/Developing column]

[Redacted text in Effective column]

[Redacted text in Highly Effective column]

Teacher Reflection:



Performance Rating

Unsatisfactory (U)

Needs Improvement (NI)/
Developing (D)

Effective (E)

Highly Effective (HE)

3c. Engaging Students in Learning

[Redacted text in Unsatisfactory column]

[Redacted text in Needs Improvement/Developing column]

[Redacted text in Effective column]

[Redacted text in Highly Effective column]

Teacher Reflection:



Performance Rating

Unsatisfactory (U)

**Needs Improvement (NI)/
Developing (D)**

Effective (E)

Highly Effective (HE)

3d. Using Assessment in
Instruction

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Teacher Reflection:



Performance Rating

Unsatisfactory (U)

**Needs Improvement (NI)/
Developing (D)**

Effective (E)

Highly Effective (HE)

3e. Demonstrating Flexibility
and Responsiveness

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Teacher Reflection:

Procedures

All instructional personnel will receive annual evaluations supported by systematic observation. The evaluation cycle of all models is designed to inform those who are evaluated and those who conduct evaluations. This process supports self-reflection, feedback, and summative evaluation. The evaluation process begins in August and follows the timeline below. It includes the elements of system orientation, pre-planning, monitoring and collection of data, and evaluation. If deficiencies are noted during the process, the supervisor will provide the employee with written recommendations for improvement and provide assistance in helping to correct such deficiencies. Formal observations are supported by regular walk-through observations where the supervisor collects data and provides feedback.

August	Evaluation system overview is provided by supervisors (within first 60 days) Supervisors set general goals and expectations
First Semester	Complete initial observations Establish follow-up conference/communications First year instructional personnel receive their first full formal observation and evaluation, including experienced instructional personnel that are newly hired Classroom teachers receive a targeted formal observation
January-February	First year instructional personnel receive mid-year evaluation.
February-April	First year instructional personnel receive their second full formal observation, including experienced instructional personnel that are newly hired Classroom teachers receive their second targeted formal observation
April-May	Final performance evaluations are completed for all teachers

The process for evaluating teachers in their first year of the teaching profession is as described above and aligns with the statutory requirement that a newly hired teacher must be observed at least twice and evaluated at least twice in his or her first year of teaching. Ongoing feedback and support from the supervisor is provided through professional conversations, walk-through observations, formal observations, and evaluations. The observation tools and evaluation rubric used are not altered for beginning teachers; however, the instructional practice scoring is modified as shown in section 4 of this document. For newly hired teachers, the student performance measure for the mid-year evaluation will be approved and evaluated by the school principal.

In all models, methods for data collection are designed around the domains of the evaluation rubrics. Forms referenced below can be found under the Instruments heading of this section of this document.

The District developed Danielson-based models make use of District created forms. The design of and process for the use of these forms was informed by the research of both Charlotte Danielson and Robert Marzano. Sources of evidence include walk-throughs, formal observations, teacher self-assessment, planning documentation, and student performance data. A description of each District-developed form follows.

District Developed Form 1: Pre-Observation Tool: Lesson Planning and Professionalism

Prior to a formal observation, the teacher completes the pre-observation lesson* planning form by filling out the comments for domain one and four. The teacher sends the lesson planning form to the observer at least two days prior to the observation. The observer reads the plan, provides feedback to the teacher and asks any clarifying questions as necessary, as well as any other questions that would provide helpful information prior to the observation.

**For non-classroom instructional personnel an applicable activity may be substituted for a lesson*

District Developed Form 2A: Observer Classroom Walk-Through Tool

Prior to the completion of a classroom* walk-through, the observer selects a domain or domain category for focus from domains one through four. The walk-through observation is conducted using the appropriate domain category observation form. The observer will complete observation forms and make the results available to the teacher within two days of the walk-through. It is the intent of the walk-through observation to provide frequent and ongoing feedback to the teacher regarding performance. Post-observation conferences will be scheduled when appropriate.

**For non-classroom instructional personnel an applicable venue may be substituted for a classroom.*

District Developed Form 2B: Observer Formal Observation Tool

During the pre-observation conference, teacher and observer discuss the upcoming lesson* and identify the focus of the observation by reviewing and discussing Form 1. Together, the teacher and the observer identify the lesson elements that will be of most importance for this observation. Additionally, both teacher and observer review the specific descriptors within Form 2B regarding teacher and student evidence in determining the focus of the observation. The observer will seek evidence to assess proficiency on the targeted lesson elements. Observer may also observe other issues and address them in the post-observation conference. Observations are recorded using Form 2B.

**For non-classroom instructional personnel an applicable activity may be substituted for a lesson.*

District Developed Form 2C: Targeted Formal Observation (Classroom Teachers Only)

Based on evaluation system data, the District will select 2 domain categories for targeted formal observations each year. The targeted formal observation is conducted using the appropriate category observation form. The observer will complete observation form and make the results available to the teacher within two days of the targeted formal observation.

District Developed Form 3: Teacher Post-Observation Self-Assessment Tool

The teacher conducts a post-observation self-assessment of the targeted elements using Form 3 and shares it with the observer electronically prior to the post-observation conference. During the post-observation conference, the teacher and observer meet to discuss the lesson*. The observer also shares the ratings based on the evidence observed during the observation. The observer and teacher share insights into the events that occurred during the observation and work toward agreement regarding teacher's rating for the elements observed. Specific sections of the observation instrument may be discussed.

**For non-classroom instructional personnel an applicable activity may be substituted for a lesson.*

The state EMSESEP and SSPEM make use of the rubric and sources of evidence forms for each domain. These forms support formal observations for new teachers, walkthroughs, self-assessments, and performance evaluations. Sources of evidence are clearly indicated on the forms. The process for the formal observations and walkthroughs is as described above, although the forms used to support the process are different.

Section 3: Other Indicators of Performance

The District has identified a more experienced level of classroom teacher, classified as a teacher leader. The year after the initial transition to teacher leader has been identified as a milestone career event.

The annual evaluation for teacher leaders in the year prior to the milestone event takes all the elements of a regular annual evaluation and adds an additional metric. This additional metric takes the form of two deliberate practice goals. The additional metric was implemented in the 2013-14 school year and the timeline for the additional metric is as follows:

September - October	First planning conference with teacher leader
January - February	Mid-Year review to determine progress on goals/expectations Continue conference/communications feedback loop
March - April	Final performance evaluations are completed Follow-up conference/communications

The additional metric accounts for 10% of the Instructional Practice/Deliberate Practice portion of the evaluation and is calculated using the following steps:

Step 1: Assign a point value to each of the two goals based on the rating given by the supervisor:

Fully Achieved (Highly Effective)	3 pts
Substantially Achieved (Effective)	2 pts
Partially Achieved (Needs Improvement)	1 pt
Not Achieved (Unsatisfactory)	0 pts

Step 2: Add the point values together and divide by the number of goals

Example:

Goal 1: Partially Achieved	1 pt
Goal 2: Fully Achieved	3 pts
<u>Total Points:</u>	<u>4 pts</u>
DP Score (total points/2 goals):	2 (Effective)

Step 3: Assign the performance level for Deliberate Practice

Deliberate Practice (DP) Performance Level	DP Score
Highly Effective	3
Effective	2
Needs Improvement	1
Unsatisfactory	0

Deliberate Practice (DP) and Instructional Practice (IP) are combined to make up the Instructional Practice/Deliberate Practice (IPDP) portion of the teacher leader evaluation as described below. The IPDP score accounts for two-thirds of the final performance rating. Student performance accounts for the remaining third, as detailed in other sections of this document.

Instructional Practice and Deliberate Practice Calculation

Performance Level (Pt Value)	IP Raw	IP Weight	IP Score (X)	DP Raw	DP Weight	DP Score (Y)	IPDP Score Range (X+Y)
Highly Effective (3 pts)	3	0.9	2.7	3	0.1	0.3	2.5 - 3 = HE
Effective (2 pts)	2	0.9	1.8	2	0.1	0.2	1.5 - 2.49 = E
Needs Improvement (1 pt)	1	0.9	0.9	1	0.1	0.1	.62 - 1.49 = NI/D
Unsatisfactory (0 pts)	0	0.9	0	0	0.1	0	0 - .61 = UN

Section 4: Summative Evaluation Score

The School District of Lee County's evaluation system is electronic and all evaluations are completed through that system. The below forms are representative of an electronic process and are provided for reference only.

Evaluation forms use the four performance levels provided in s. 1012.34(2)(e).

The following forms are included in this document:

- Classroom and General Non-Classroom (Beginning Teacher)
- Classroom and General Non-Classroom (Experienced Teacher)
- Teacher Leader (Experienced Teacher)
- SSPEM/EMSESEP (Beginning Teacher)
- SSPEM/EMSESEP (Experienced Teacher)

The beginning teacher forms reflect the use of Developing instead of Needs Improvement and also use a different standard for determining effective and highly effective Instructional Practice scores. The student performance measure is 50% of the final performance rating for all categories of instructional staff.

Newly hired teachers who are beginning teachers are scored using the beginning teacher forms. Newly hired teachers who are experienced teachers are scored using the experienced teacher forms. The scoring methodologies apply to both the mid-year and final performance evaluations for newly hired teachers.

Final Performance Rating Summary – Beginning (Classroom and General Non-Classroom Teachers)	Rating Count Summary for Instructional Practice <i>*Domain 3 ratings counted twice to account for weighting.</i>			
	Unsatisfactory (Level 0)	Developing (Level 1)	Effective (Level 2)	Highly Effective (Level 3)
Domain 1: Planning and Preparation				
Domain 2: The Classroom Environment				
Domain 3: Instruction*				
Domain 4: Professional Responsibilities				
Total				

Final Performance Rating Determinants				
Rating	Instructional Practice Performance Level Descriptions <i>(Domain 3 ratings counted twice to account for weighting. Total ratings = 25)</i>	Instructional Practice Score (X)	Student Performance Score (Y)	Final Performance Score Range (X+Y)
Highly Effective	At least 16 ratings at Level 3 No ratings at Level 1 or 0	3	3	5-6
Effective	At least 14 ratings at Level 2 or 3 No ratings at Level 0	2	2	3-4
Developing	No more than 2 ratings at Level 0	1	1	2
Unsatisfactory	3 or more ratings at Level 0	0	0	Unsatisfactory in Instructional Practice OR Student Performance

SUPERVISOR COMMENTS AND/OR SUGGESTIONS:

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Signature of Supervisor: _____ Date: _____

Signature of Teacher: _____ Date: _____

(My signature does not necessarily imply agreement with the assessment, but acknowledges that I have discussed it with the assessor.)

Rating Count Summary for Instructional Practice <i>*Domain 3 ratings counted twice to account for weighting.</i>	

Final Performance Rating Summary Experienced (Classroom and General Non-Classroom Teachers)	Unsatisfactory (Level 0)	Needs Improvement (Level 1)	Effective (Level 2)	Highly Effective (Level 3)
Domain 1: Planning and Preparation				
Domain 2: The Classroom Environment				
Domain 3: Instruction*				
Domain 4: Professional Responsibilities				
Total				

Final Performance Rating Determinants

Rating	Instructional Practice Performance Level Descriptions <i>(Domain 3 ratings counted twice to account for weighting. Total ratings = 25)</i>	Instructional Practice Score (X)	Student Performance Score (Y)	Final Performance Score Range (X+Y)
Highly Effective	At least 19 ratings at Level 3 No ratings at Level 1 or 0	3	3	5-6
Effective	At least 16 ratings at Level 2 or 3 No ratings at Level 0	2	2	3-4
Developing	No more than 2 ratings at Level 0	1	1	2
Unsatisfactory	3 or more ratings at Level 0	0	0	Unsatisfactory in Instructional Practice OR Student Performance

SUPERVISOR COMMENTS AND/OR SUGGESTIONS:

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Signature of Supervisor: _____ Date: _____

Signature of Teacher: _____ Date: _____

(My signature does not necessarily imply agreement with the assessment, but acknowledges that I have discussed it with the assessor.)

Final Performance Rating Summary (Teacher Leader)	Rating Count Summary for Instructional Practice			
	<i>*Domain 3 ratings counted twice to account for weighting.</i>			
	Unsatisfactory (Level 0)	Needs Improvement	Effective (Level 2)	Highly Effective

		(Level 1)		(Level 3)
Domain 1: Planning and Preparation				
Domain 2: The Classroom Environment				
Domain 3: Instruction*				
Domain 4: Professional Responsibilities				
Total				

Instructional Practice and Deliberate Practice Score Determination

Rating (point value)	Instructional Practice Score (IP) <i>(Domain 3 ratings counted twice. Total ratings = 25)</i>	Deliberate Practice (DP) <i>(Average points for 2 goals, rounded up)</i>
Highly effective (3)	At least 19 ratings at Level 3 No ratings at Level 1 or 0	3 pts
Effective (2)	At least 16 ratings at Level 2 or 3 No ratings at Level 0	2pts
Needs Improvement (1)	No more than 2 ratings at Level 0	1pt
Unsatisfactory (0)	3 or more ratings at Level 0	0pts

Instructional Practice (90%) and Deliberate Practice (10%) Combination (IPDP)

Performance Level (Pt Value)	IP Raw	IP Weight	IP Score (A)	DP Raw	DP Weight	DP Score (B)	IPDP Score Range (A+B)	Raw Point Value Assigned for IPDP Performance Level (X)
Highly Effective	3	0.9	2.7	3	0.1	0.3	2.5 - 3 = HE	3
Effective	2	0.9	1.8	2	0.1	0.2	1.5 - 2.49 = E	2
Needs Improvement	1	0.9	0.9	1	0.1	0.1	.62 - 1.49 = NI	1
Unsatisfactory	0	0.9	0	0	0.1	0	0 - .61 = UN	0

Final Performance Rating Calculation (Instructional Practice and Deliberate Practice (50%) and Student Performance (50%))

Performance Level	IPDP Score (X)	Student Performance (Y)	Final Performance Range (X + Y)
Highly Effective	3	3	5-6
Effective	2	2	3-4
Needs Improvement	1	1	2
Unsatisfactory	0	0	Unsatisfactory in Instructional/Deliberate Practice OR Student Performance

**Final Performance Rating Summary - Beginning
(SSPEM/EMSESEP)**

Rating Count Summary for Instructional Practice

** Domain 3 ratings counted twice to account for weighting.*

	Unsatisfactory (Level 0)	Developing (Level 1)	Effective (Level 2)	Highly Effective (Level 3)
Domain A: Data-Based Decision Making and Evaluation of Practices				
Domain B: Instruction/Intervention Planning and Design				
Domain C: Instruction/Intervention Delivery and Facilitation				
Domain D: Learning Environment				
Domain E: Professional Learning, Responsibility, and Ethical Practice				
Total				

Final Performance Rating Determinants

Rating	Instructional Practice Performance Level Descriptions	Instructional Practice Score (X)	Student Performance Score (Y)	Final Performance Score Range (X+Y)
Highly Effective	At least 16 ratings at Level 3 No ratings at Level 1 or 0	3	3	5-6
Effective	At least 14 ratings at Level 2 or 3 No ratings at Level 0	2	2	3-4
Developing	No more than 2 ratings at Level 0	1	1	2
Unsatisfactory	3 or more ratings at Level 0	0	0	Unsatisfactory in Instructional Practice OR Student Performance

SUPERVISOR COMMENTS AND/OR SUGGESTIONS:

Signature of Supervisor: _____ Date: _____

Signature of Teacher: _____ Date: _____

(My signature does not necessarily imply agreement with the assessment, but acknowledges that I have discussed it with the assessor.)

<i>Final Performance Rating Summary - Experienced (SSPEM/EMSESEP)</i>	Rating Count Summary for Instructional Practice <i>*Domain 3 ratings counted twice to account for weighting.</i>			
	Unsatisfactory (Level 0)	Needs Improv. (Level 1)	Effective (Level 2)	Highly Effective (Level 3)

Domain A: Data-Based Decision Making and Evaluation of Practices				
Domain B: Instruction/Intervention Planning and Design				
Domain C: Instruction/Intervention Delivery and Facilitation				
Domain D: Learning Environment				
Domain E: Professional Learning, Responsibility, and Ethical Practice				
Total				

Final Performance Rating Determinants

Rating	Instructional Practice Performance Level Descriptions	Instructional Practice Score (X)	Student Performance Score (Y)	Final Performance Score Range (X+Y)
Highly Effective	At least 19 ratings at Level 3 No ratings at Level 1 or 0	3	3	5-6
Effective	At least 16 ratings at Level 2 or 3 No ratings at Level 0	2	2	3-4
Developing	No more than 2 ratings at Level 0	1	1	2
Unsatisfactory	3 or more ratings at Level 0	0	0	Unsatisfactory in Instructional Practice OR Student Performance

SUPERVISOR COMMENTS AND/OR SUGGESTIONS:

Signature of Supervisor: _____ **Date:** _____

Signature of Teacher: _____ **Date:** _____

(My signature does not necessarily imply agreement with the assessment, but acknowledges that I have discussed it with the assessor.)

Section 5: Additional Requirements

The School District of Lee County provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes through the state roster verification process.

The supervisor, for evaluation purposes, is determined by the school principal or departmental director. The principal or director may take on the role of evaluator or may designate another school or departmental administrator as supervisor for evaluation purposes. The assigned evaluator may consider input from other personnel trained in evaluation practices, such as assistant principals, teacher leaders, and assigned mentor teachers.

Parents have the opportunity for input during conferences and meetings with administration. Parental input is also gathered through the District Parent Liaison. Contact data are tracked in a database and provided to principals and principal supervisors. Data are considered as part of evaluation process, where appropriate.

The District will ensure that the same core of effective practices is used by all who are conducting evaluations through (a) district-wide implementation of the evaluation system; (b) district-wide use of the forms and tools developed in alignment with the evaluation rubric and the Florida Educator Accomplished Practices; and (c) through the training and monitoring systems described below. (I.1.e)

New persons assigned to observe and/or evaluate instructional personnel will be required to complete a comprehensive training on the District's Teacher Evaluation System. Participants in this training will become proficient in the District's Teacher Evaluation System to include the use of all data collection forms, and observation and evaluation instruments described in this document.

All personnel assigned to observe and/or evaluate instructional personnel will complete refresher training on the District's Teacher Evaluation System on a regular basis. This refresher is designed to maintain inter-rater reliability and to keep staff updated regarding any changes or revisions to the system and/or evaluation/observation practices and procedures.

All instructional personnel are evaluated at least once a year. Classroom teachers are also observed at least once a year. Documentation is provided in the form of evaluation results that are submitted to the state via survey. Classroom teachers newly hired by the District are observed and evaluated at least twice in the first year of teaching in the District. Documentation is provided in the form of mid-year evaluation results that are reported via Survey 3, and final evaluation results that are reported via Survey 5. The evaluation process begins in August and follows timeline provided in section 2 of this document.

Within the first sixty days of the teacher's contract year and prior to preparing the formal written report of a required teacher evaluation, each teacher will be informed of the criteria and the procedures to be used in his or her formal observations and evaluation. Supervisors will be responsible for providing this information to each teacher in their school or department locations.

All formal observations will be reduced to writing and discussed with the teacher within ten days of the observation. No later than five days following the discussion, the teacher will receive a copy of the formal observation report after signing to indicate that the report has been discussed with the teacher. If deficiencies are noted during the observation, the supervisor will provide the teacher with written recommendations for improvement and provide assistance in helping to correct such

deficiencies. Formal observations will be supported by regular classroom walk-through observations where the supervisor collects data and provides feedback to the teacher.

Administrators from the departments of Curriculum and Staff Development, Exceptional Student Education, Human Resources, and Accountability, Research and Continuous Improvement formed an Assessment and Evaluation Committee. One of the tasks of the committee was to identify teaching fields that needed special procedures or criteria. Two areas of special procedures were identified: (1) cases where the classroom teacher rubric did not align well with the work of the individual; and (2) cases where the VAM measures available at the time this system was initially submitted were not as well-aligned with the work of the individual as they could be.

To better meet the needs of teachers in case 1, the District has adopted special evaluation procedures and criteria for Social Workers, School Counselors, Psychologists, and School Nurses through the SSPEM and for Behavior Specialists, Staffing Specialists, Occupational and Physical Therapists, and Speech Language Pathologists through the EMSESEP.

To better meet the needs of the teachers in case 2, the District continues to incorporate additional student assessments to more closely align the student performance measures with the work of the teacher, as shown in the student assessment section of this document.

Beginning teachers are provided with additional support through the Accomplished Professional Practices for the Lee Educational System (APPLES) program. This program was designed to assist first year teachers and, upon supervisor request, newly hired teachers with previous teaching experience. Within the first month of employment, a mentor (peer) teacher is assigned. Throughout the first year, a minimum of three formative observations are conducted by the mentor teacher. Each of these observations includes pre and post-observation conferences between the teacher and the mentor teacher. The mentor teacher has regular meetings with the teacher and reviews student data gathered from formative and summative assessments to assist the teacher in guiding instruction based on data analysis. At the end of the year, the supervisor either verifies that the teacher successfully completed the program or requests that additional assistance continue to be provided in the following year.

APPLES Action	Timeframe
Peer teacher is assigned to teachers through the APPLES program	August
Beginning teacher completes self-assessment to determine level of ability with FEAPs	August
First formative observation is completed by peer teacher	September – October
Individual Professional Development Plan is completed with supervisor	November
Second formative observation is completed by peer teacher	December – January
Third formative observation is completed by peer teacher	February – April
APPLES program completion is verified or continuance is requested by supervisor	May

The Teacher Evaluation System allows administrators to analyze observation and evaluation results on a school-wide or district-wide basis. This monitoring will allow for the identification of trends which will drive key decisions around professional development and related training. Any areas of deficiency or in need of improvement identified in this manner would be targeted by a school in the School Improvement Plan. The school would then focus strategies for improvement to include

Professional Development opportunities to meet these identified needs. Similarly, the District would identify district-wide trends for incorporation in the District's Strategic Plan and would implement district-wide initiatives to meet these identified needs.

The process for this level of integration involves school staff reviewing evaluation and observation results on an annual basis. This event occurs following the completion of the annual performance assessment for all staff. School-wide trends are identified for possible incorporation into the School Improvement Plan. The principal shares data collected from this process with the School Advisory Committee (SAC) and works with the SAC to incorporate goals and strategies to meet the areas identified by the data analysis of the Teacher Evaluation System results. A similar process also occurs at the District level. The Board and the District Advisory Committee comprised of parents and community members are involved in the decision-making process regarding how to incorporate the evaluation results into goals and strategies of the Strategic Plan.

The District will require participation in specific professional development programs by those who have been evaluated as less than effective.

Section 6: District Evaluation Procedures

All evaluations are completed electronically in the Human Capital Management module of the District's enterprise management software. Evaluation results are provided electronically to employees at the time the evaluation conference takes place. After the conference, the employee has the opportunity to enter a written response to the evaluation that becomes a permanent attachment to that evaluation. Once the employee has reviewed the written evaluation document and (optionally) added comments, the employee electronically acknowledges that the document has been reviewed. Conference sessions are documented at the school level through the calendar system.

Completed evaluations are available to the Superintendent electronically. Evaluation results are considered in recommendations for annual contract renewals, which are provided the Superintendent for input prior to Board approval.

Professional services contract teachers that receive an unsatisfactory performance rating are notified in writing. The notification includes specific areas of unsatisfactory performance and steps that will be taken to provide assistance to the teacher.

The District notifies the Florida Department of Education of unsatisfactory instructional personnel evaluations through State reporting mechanisms. In the event that a professional services contract teacher is terminated or non-renewed based on two consecutive unsatisfactory evaluations, the District will notify the Department through the processes provided by the Department.

Section 7: District Self-Monitoring

Following the completion of the instructional practice portion of the annual evaluation for all instructional personnel, the outcomes will be analyzed by staff from Human Resources and Accountability, Research and Continuous Improvement. This analysis will show evaluation and observation trends and may also be used to identify opportunities for improvement within the evaluation system or the procedures involved in its implementation, including revisions to the rubric and/or indicators. Results from this analysis will be shared with the Teacher Evaluation Task Force, an ongoing committee comprised of teacher, union representatives, and school and district-based administrators. This committee is charged with making recommendations and revisions to the Teacher Evaluation System, which would occur on an annual basis at a minimum. These recommendations and revisions would be implemented for the following school year, thereby ensuring a cycle of continuous improvement.

The annual review of evaluation results for accuracy and inter-rater reliability will also be part of the process used to monitor evaluator performance. The District will use the data to identify evaluators in need of further training and/or calibration.

Additionally, the District will review observation and evaluation records to ensure that evaluators are using the system in the manner outlined in this document including:

- proper use of evaluation criteria and procedures
- providing necessary and timely feedback to employees being evaluated
- follow District policies and procedures in the implementation of evaluation system(s)

Performance feedback regarding teacher evaluation system use will be included in the administrator evaluation system.

The Teacher Evaluation System allows administrators to evaluate observation and evaluation results on a school-wide and district-wide basis. This monitoring will allow for the identification of trends which will drive decisions around professional development and related training. Any areas of deficiency or in need of improvement identified in this manner would be targeted by a school in the School Improvement Plan. The school would then focus strategies for improvement to include Professional Development opportunities to meet these identified needs. Similarly, the District would identify district-wide trends for incorporation in the District's Strategic Plan and would implement district-wide initiatives to meet these identified needs.

Additionally, individual teacher professional development is recommended based on evaluation and observation data.

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all instructional personnel:

- The percentage of the evaluation that is based on the performance of students' criterion.
- An explanation of the scoring method, including how it is calculated and combined.
- At least one-third of the evaluation is based on performance of students.

For classroom teachers newly hired by the district:

- The student performance measure(s).
- Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:

- Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- If less than the three most recent years of data are available, those years for which data are available must be used.
- If more than three years of student performance data are used, specified the years that will be used.

For classroom teachers of students for courses assessed by statewide, standardized assessments:

- Documented that VAM results comprise at least one-third of the evaluation.
- For teachers assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results is identified, and the VAM results are given proportional weight according to a methodology selected by the district.

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:

- For classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.
- For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.

Instructional Practice

The district has provided and meets the following criteria:

For all instructional personnel:

- The percentage of the evaluation system that is based on the instructional practice criterion.
- At least one-third of the evaluation is based on instructional practice.
- An explanation of the scoring method, including how it is calculated and combined.
- The district evaluation framework for instructional personnel is based on contemporary research in effective educational practices.

For all instructional personnel:

- A crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices.

For classroom teachers:

- The observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For non-classroom instructional personnel:

- The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For all instructional personnel:

- Procedures for conducting observations and collecting data and other evidence of instructional practice.

Other Indicators of Performance

The district has provided and meets the following criteria:

- Described the additional performance indicators, if any.
- The percentage of the final evaluation that is based upon the additional indicators.
- The scoring method, including how it is calculated and combined.

Summative Evaluation Score

The district has provided and meets the following criteria:

- Summative evaluation form(s).
- Scoring method, including how it is calculated and combined.
- The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

Additional Requirements

The district has provided and meets the following criteria:

- Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- Documented that the evaluator is the individual who is responsible for supervising the employee.
- Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:

- Processes to ensure that all employees subject to an evaluation system are

informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.

- Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:

- Processes for providing timely feedback to the individual being evaluated.
- Description of how results from the evaluation system will be used for professional development.
- Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- All instructional personnel must be evaluated at least once a year.
- All classroom teachers must be observed and evaluated at least once a year.
- Newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district.

For instructional personnel:

- Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- Description of the district's criteria for inclusion of parental input.
- Description of manner of inclusion of parental input.
- Identification of the teaching fields, if any, for which special evaluation procedures and criteria are necessary.
- Description of the district's peer assistance process, if any.

District Evaluation Procedures

The district has provided and meets the following criteria:

- That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
 - That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
 - That the evaluator must discuss the written evaluation report with the employee.
 - That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.
- That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring

The district self-monitoring includes processes to determine the following:

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- Evaluators provide necessary and timely feedback to employees being evaluated.
- Evaluators follow district policies and procedures in the implementation of evaluation system(s).
- The use of evaluation data to identify individual professional development.
- The use of evaluation data to inform school and district improvement plans.