



THE SCHOOL DISTRICT OF
PHILADELPHIA



Educator Evaluation Handbook 2020 - 2021

First Edition

Teacher Evaluation
Non-Teaching Professional Employee Evaluation

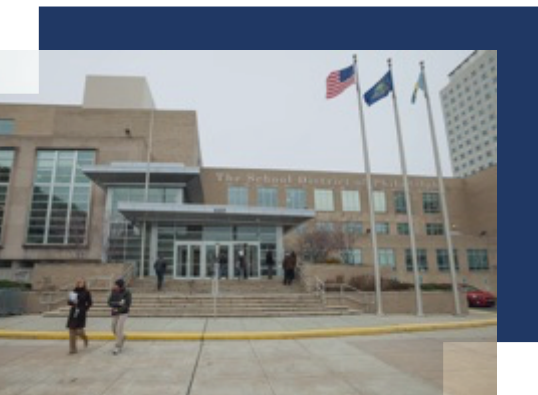


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Please copy-and-paste the website links from this document into your web browser in order to access referenced resources.

Our Mission

The School District of Philadelphia strives for children across the city to have a great school, close to where they live. You, our School Leaders, Teachers, and Non-Teaching Professional Employees, possess the potential to make this a reality. Foundational to achieving this anchor goal is the ability to capture the quality of practice occurring throughout the District, to celebrate accomplishments and to identify areas and opportunities for growth. Educator Evaluation serves this purpose.

Evaluation captures the great work educators are doing on a daily basis. Across the District, educators work tirelessly to ensure students not only grow intellectually but also build strong character to meet both current and future challenges.

Evaluation also identifies opportunities for growth. As professionals, educators are expected to constantly refine their craft. Evaluation helps build a roadmap for professional growth; providing insight into the paths that should be taken to ensure that we, as a District, are able to meet the diverse needs of our students.

If implemented with this in mind, celebrating our accomplishments and acknowledging our areas for improvement, evaluation can serve as a powerful tool to help us fulfill our potential as a District. In line with this, the Evaluation Team asks that all educators apply the following practices to each evaluation system:

- ⇒ Understand the policies and processes
- ⇒ Prepare for and fully participate in each measure
- ⇒ Gather data, artifacts, and evidence to support performance

In return, the Evaluation Team strives to live up to these guiding principles and help actualize this potential by committing to:

- ⇒ Provide timely support to aid the implementation of the evaluation system
- ⇒ Create evaluation policies that align with state mandates, union contracts, and existing District processes and practices that educators are being asked and supported to engage in
- ⇒ Strive for constant improvement to better serve educators through professional and personal growth

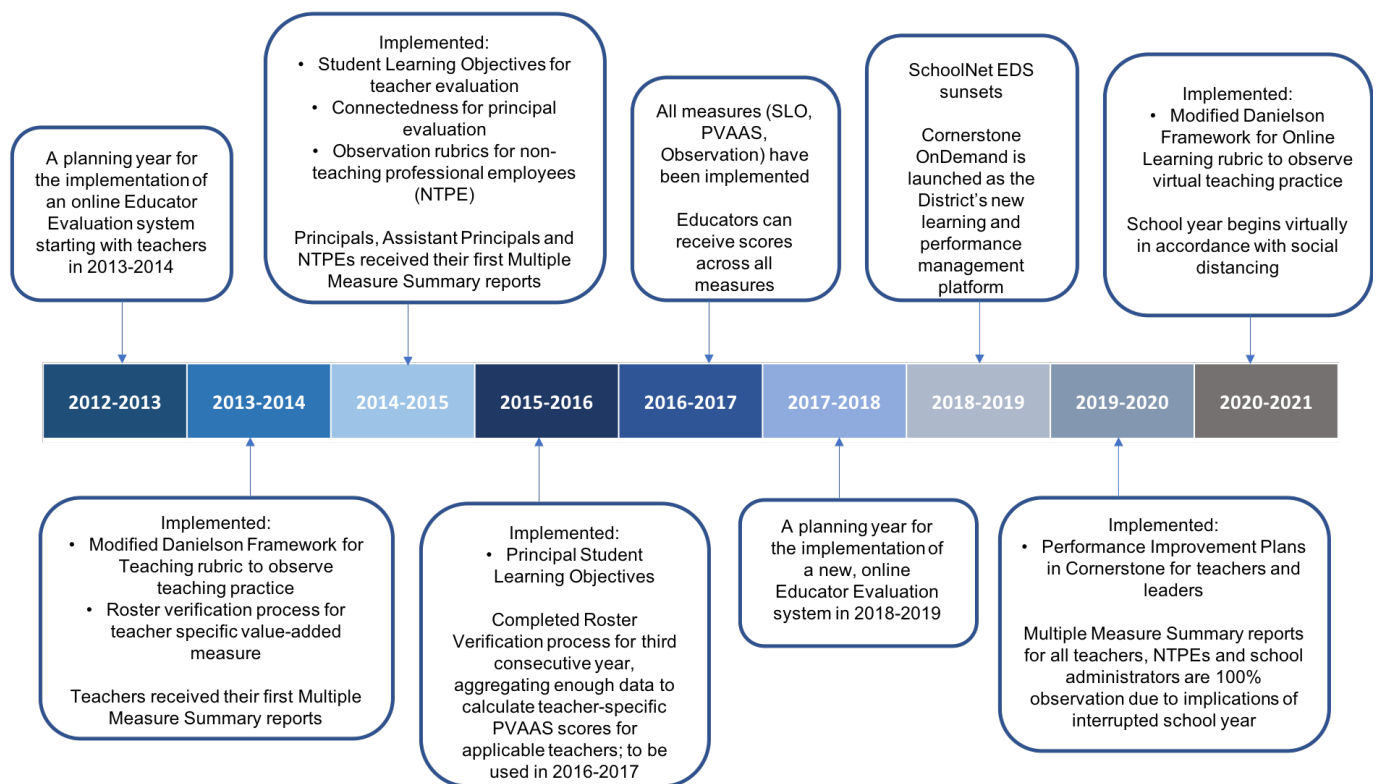
The Evaluation Team looks forward to working with you throughout this and every school year as we strive towards providing a great school, close to every child in Philadelphia.

Background Statement

While evaluation is not new to Philadelphia or education in general, the means by which educators are evaluated has changed in recent years. In 2012, the Pennsylvania legislature passed Act 82, which enacted into law new evaluation systems for Principals, Assistant Principals, Teachers, and Non-Teaching Professional Employees (NTPEs). These systems are collectively referred to as the Educator Effectiveness System. The new evaluation systems moved beyond solely relying on classroom observations to gauge an educator’s effectiveness by introducing measures of student achievement.

For Principals, Assistant Principals and Teachers, their evaluation systems will be comprised of 50-80% formal observation and 20-50% student achievement, respectively. While NTPE evaluation systems will be comprised of 80-100% observation measures and with the remaining percentage attributed to student achievement, if applicable. An in-depth look at each educator’s evaluation system can be found in the following chapters of this handbook.

2016-2017 was the first school year in which all measures of each evaluation system were implemented. The Pennsylvania Department of Education staggered the rollout of these measures to afford districts throughout the Commonwealth time to plan and implement each measure with fidelity. So, before we look ahead, it is important that we look back at where we have been and where we are at.



With all the measures implemented, it is our goal to begin improving the policies and processes that undergird the measures and build capacity so the evaluation system better meets the needs of the District. The intended purpose of this handbook is to guide both Observers and Observees in understanding the policies, practices and purpose behind the implementation of each measure as it pertains to Principal, Assistant Principal, Teacher, and Non-Teaching Professional Employee evaluation systems.

Teacher/NTPE Evaluation Timeline SY 2020-2021

EVALUATION WINDOWS

Informal Observations	September 2, 2020 – June 14, 2021
Danielson Walkthrough	September 2, 2020 – June 4, 2021
Fall Formal Observation	September 2, 2020 – January 8, 2021
Mid-Year MMS Report Review & Release	January 19, 2021 – January 25, 2021
Spring Formal Observation	January 19, 2021 – May 28, 2021
MMS Report Review & Release	June 7, 2021 – June 11, 2021

FALL TIMELINE

Aug 25 - Sep 4	2019-2020 MMS Rating Letter Conferences should be scheduled by September 4, 2020 - Principals must have conferences with teachers who received 1st or 2nd NI
Sep 2 - Jan 8	WINDOW FOR FALL FORMAL OBSERVATIONS TO BE COMPLETED
Sep 2	OBS: Informal and Danielson Walkthrough Observation window opens for Teachers/NTPEs
Oct 5	DATE OF LEVELING
OCT	PVAAS: teacher-specific report release (Dates TBD)
Oct 20	PDP: Teacher should have PDP forms completed and uploaded to Cornerstone
Dec 24 - Jan 1	WINTER BREAK
TBD	OBS: Deadline for submission of SOS documentation (see PGS manual)
Jan 8	OBS: Deadline for submitting Fall Formal Observations
Jan 19 - Jan 25	MMS: Review and Release Mid-Year MMS Reports for TPE Teachers

SPRING TIMELINE

Jan 19 - May 28	WINDOW FOR SPRING FORMAL OBSERVATIONS
Jan 19	OBS: Spring Formal window opens for Teachers/NTPEs
April 6 - April 9	SPRING BREAK
May - June	PVAAS: Roster Verification (Dates TBD)
May 28	OBS Deadline: SPRING FORMAL OBSERVATION window closes for Teachers/NTPEs
TBD	PDP: End-of-year review for Professional Development Plans
June 7 - June 11	MMS: Review and Release End-of-Year MMS Reports for Teachers and NTPEs
June 14	OBS: Danielson Walkthrough and Informals windows close for Teachers/NTPEs

Educator Evaluation Handbook

Teacher Evaluation SY 2020 – 2021

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ADJUSTED EVALUATIVE MEASURES OVERVIEW

For the 2020-2021 school year, student/performance data will not be attributed towards overall effectiveness ratings.

***NEW* 2020-2021 Guiding Doc for Evaluation:**
https://docs.google.com/spreadsheets/d/1RGW_4pVdQAWIMhIP4lxgptmu7bMeXKe5GTMe2TUyTBU/edit?usp=sharing

Evaluation for 2019-2020 School Year

In response to school closures during the 2019-2020 school year, the state required LEA's to complete professional employee evaluations. It was determined that the final evaluation rating will be comprised of observation and practice data only; all performance data (SLO, PVAAS, SPP) was waived for teachers, non-teaching professional employees (ex. SPP), and school leaders (ex. PSLO, Connectedness, SPP). The observation and practice score accounted for 100% of the final rating using the relevant evaluation Framework for each employee.

Evaluation for 2020-2021 School Year

For the 2020-2021 school year, the School District will maintain the protocol implemented last school year. All performance data (SLO, PVAAS, SPP) will be waived for the duration of the school year and Multiple Measure Summary reports will be 100% reflective of observation data. In addition to Formal Observations, Informal Observations and Walkthroughs may be conducted as well and will remain non-evaluative (having no impact on overall MMS ratings).

Performance Data

During average school years, 1-3 measures of performance data are used to calculate a teacher or non-teaching professional employee's overall Effectiveness rating, based on their applicability and availability. The performance data measures are the following:

School Performance Profile (SPP): School Performance Profile (SPP) is Pennsylvania's school accountability model used to capture a school's overall performance. The SPP incorporates a variety of weighted indicators – both academic and nonacademic – to capture a school's overall performance. These include student performance and growth on PSSA or Keystone Exams, school graduation rate and/or promotion rates, and attendance, among other indicators.

PA Value Added Assessment System (PVAAS): The Pennsylvania Value-Added Assessment System (PVAAS) teacher-specific reports provide an estimate of the academic growth of a teacher's group of students in a state assessed content area for a specific school year. Each year, teachers of those state assessed content areas will receive a PVAAS composite score, which is a combined measure of all the tested subjects, grades, and Keystone courses taught.

Student Learning Objectives (SLO): Student Learning Objectives (SLOs) assess a teacher's ability to support student growth over a period of time. Teachers set a standards-aligned goal for a group of students. Next, teachers create or select an appropriate pre-assessment and post-assessment for testing their students' performance level and growth, respectively. Between these assessments, teachers set and monitor progress toward growth targets.

Again, for the 2020-2021 school year Multiple Measure Summary reports will be 100% observation as the District navigates unprecedented times. Performance/student data will not apply to effectiveness ratings this year.

Teacher Observation

Please consult the [PGS Manual](#) for additional information regarding:

- Peer Assistance and Review (PAR)
- Special Observation Status (SOS)
- Professional Development Plan (PDP)

PGS Manual:

<https://drive.google.com/file/d/1b80blQe6MFQF-x3Xm3PfrImFX0T6Kaqm/vie w?usp=sharing>

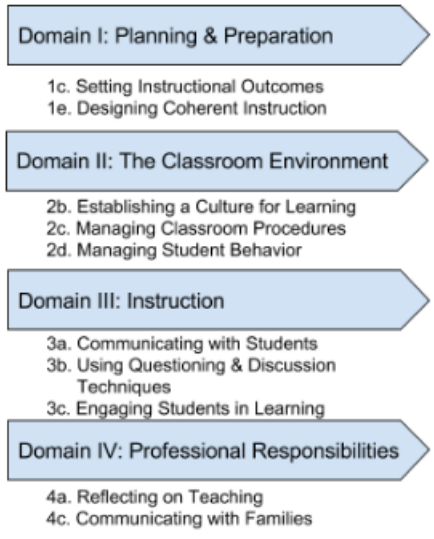
NEW 2020-2021 Guiding Doc for Evaluation:

https://docs.google.com/spreadsheets/d/1RGW_4pVdQAWIMhIP4lxgptmu7bMeXKe5GTMe2TUyTBU/edit?usp=sharing

What is Teacher Observation?

Teacher observations provide effective and constructive feedback in regards to an educator’s strengths and weaknesses, and help to identify opportunities for improvement for classroom environment, student engagement, and instructional techniques. Teacher observation and practice is conducted using the School District of Philadelphia’s Modified Danielson Framework for Teaching (see Appendix A for full rubric). Teaching skills and competencies are divided into four Domains of the framework: Planning & Preparation, The Classroom Environment, Instruction, and Professional Responsibilities.

These four Domains contain components of clearly defined teaching skills, critical attributes of teaching, and examples of how these skills are effectively executed. Evaluators use this rubric to observe teacher practice, assign numerical scores of performance, and provide relevant written feedback.



Who is Formally Observed?

The District implements a differentiated supervision model. This means that the number of formal observations a teacher receives is predicated on their years of service (Professional Growth System Status or PGS Status).

The following table shows how many formal observations are required for each teacher type, and during which observation window.

Teach Groups		Fall	Spring
Non-Tenured (Temporary Professional Employee)	1 st Year	--	1*
	2 nd and 3 rd Year	1	1
Tenured (Professional Employee)	Formal Observation	1	1
	Peer Assistance Review (PAR)	--	1*
	Professional Development Plan (PDP)	0	0
	Special Observation Status (SOS)	--	1*
Year 0	Teachers Hired After Leveling	0	0

Year 0 Teachers: Teachers hired after Leveling (October 5, 2020) will be considered a “Year 0” teacher, and will not be formally observed that school year. Year 0 teachers may also receive unlimited informal observations.

Pre-K Teachers: Pre-K teachers will receive one observation in the spring regardless of their PGS status.

Nurse & Counselor Observations - Principals are also responsible for observing the nurses and counselors in their building. If nurse or counselor serves multiple schools, the Principal of the primary school assignment (“payroll” school) observes them. See NTPE section of this handbook for more information on the nurse and counselor observation process.

Teacher Observation

Exceptions: There are some extenuating circumstances in which a teacher is unable to be observed (i.e. sabbatical, maternity leave), but that teacher remains on the Principal's observation caseload.

Principals can identify these teachers as ineligible for observations in Cornerstone, to indicate whether any remaining educators cannot be observed, and for what reason.

Default Observation

Scores: Teachers who do not receive the required formal observation(s) are given a default score of "Satisfactory - Proficient" (2) for all components of the formal observation.

Overall Observation

Scores: Overall observation scores are calculated when the observation is submitted in Cornerstone. Once it is completed, the completed formal observation will show the performance level (i.e. Distinguished, Proficient, Needs Improvement or Failing) on the PDF available in "My Personal Reviews." Your numeric score (i.e. 0, 1, 2, or 3) will be found in a separate folder under Documents.

PAR Teachers: Teachers in PAR will be observed during the last five months of the 10-month PAR process. Teachers starting PAR in January will be observed in the Fall.

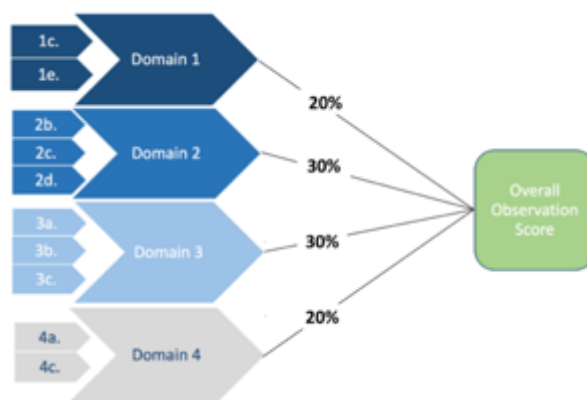
Temporary Professional Employee: Non-Tenured (TPE) teachers receive one observation in the Spring for their first year of teaching. Non-Tenured teachers receive two observations (one in the Fall, one in the Spring) their second and third years of teaching.

Tenured Teachers: Tenured teachers, with 4 or more years of service with the School District, are formally observed twice a year for the years that are a multiple of 3 (i.e. observed in year 6, 9, 12, etc.). The years in between for a tenured teacher are Professional Development Plan (PDP) years, unless there are other applicable circumstances. **NOTE:** Year 4 teachers that did not receive a Spring Formal Observation in 2019-2020 will be in a Formal Observation year for 2020-2021.

How do formal observations capture teaching practice?

When teachers are formally observed, they will receive a numerical score of 0, 1, 2, or 3 on each of the 10 Danielson components. Component scores correspond with performance levels ranging from Distinguished to Failing.

Component scores within the same Domain are then averaged together to create a Domain score. An overall observation score is calculated from a weighted average of the Domain scores, with Domains I and IV accounting for 20% each, and Domains II and III accounting for 30% each. All observation scores are averaged across the rating period to produce one observation score to be factored into the teacher's Effectiveness Rating.



Observation scores and ratings are outlined below. Please note the next steps for teachers receiving Needs Improvement or Failing observation scores, as additional actions may need to be taken. For an in-depth look at these policies, consult page 12.

Overall Observation Score, Performance Levels, and Implications

Failing	Needs Improvement	Proficient	Distinguished
0.00-0.49	0.50-1.49	1.50-2.49	2.50-3.00
Unsatisfactory	Satisfactory	Satisfactory	Satisfactory
Additional Formal Observations required within same rating period	Develop school-level action plan & follow-up observations within same rating cycle (recommended)		

Adding Artifacts:

All educators can add artifacts to an observation in Cornerstone similar to how they would upload attachments to an email. When you access your observations in your *Action Items*, you will click the drop-down menu from *Options* and will choose "Attachments".

The Danielson Framework for the School District of Philadelphia:

The Danielson Framework actually has 22 components, but not all 22 components are utilized for each type of observation.

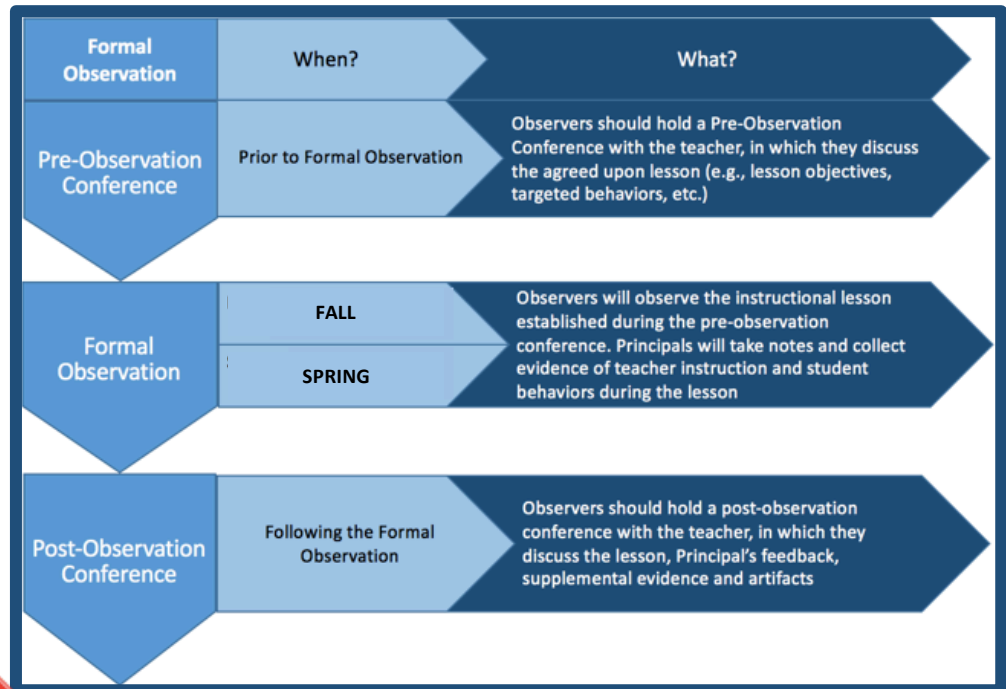
For **Formal Observations**, an abridged version of the Danielson Framework is employed, only listing 10 of the 22 components. Feedback on these 10 components is **required** of Observers for teachers.

Similarly, **Informal Observations** provide feedback and numerical scores (0 – 3) on only 6 components, from Domain II: The Classroom and Domain III: Instruction.

For the **Danielson Walkthrough**, all 22 components of the Danielson Framework are listed and eligible for feedback. However, all components do not have to be commented on (i.e. an Observer can provide feedback on just 1 component of the Danielson Framework using the Walkthrough if the Observer wishes).

In-Depth Look: Teacher Observations

The School District of Philadelphia utilizes three types of observations to capture teaching practice: Formal Observations, Informal Observations, and the Danielson Walkthrough. Of the three observation types, only Formal observation scores count towards a teacher's Effectiveness rating. Teachers can be formally observed by their Principal, Assistant Principal, or Assistant Superintendent. Formal observations include both numerical scores (0-3) and qualitative, written feedback on each of the 10 components pulled from the Danielson Framework. The Formal observation process includes three steps: pre-observation conference, formal observation, and post-observation conference.



Failing and Needs Improvement Observation Scores

For 2nd and 3rd year TPEs and Tenured teachers who receive a Failing observation: Observers must share the observation in Cornerstone within 5 working days and schedule a conference. Teachers may request PFT representation at the conference. Together, an action plan is developed and monitored at the school level.

For 2nd and 3rd year TPEs and Tenured teachers who receive a Needs Improvement observation: Observers must share the observation in Cornerstone within 5 working days; it is recommended that together, the Observer and Observee, develop an action plan to be monitored at the school level. Follow-up Formal Observations are required within the same observation window (rating period); see more detail in next section.



The pre-observation conference should be scheduled a minimum of 48 hours in advance of the lesson.

Teachers will complete the Pre-Observation Conference form in Cornerstone. Your Observer will launch the pre-observation form for you, and the form will appear as a task in your Action Items.

During the Pre-Observation Conference, the observer(s) should refer to the 10 components of the Danielson Framework used for Formal Observations.

Domain II & III:

Components from Domain II and Domain III are known as the “on-stage components.”

Domain I & IV:

Components from Domain I and Domain IV are known as the “off-stage components.”

Framework for Online Teaching:

<https://drive.google.com/file/d/1CEeqAbfPljJRqTZliNiAMZT9NAVb5mIH/view?usp=sharing>

Note:

All Informal Observations and Walkthroughs completed for teachers/NTPEs will be purged (deleted) before the start of the following school year.

Formal
Observation

How?

During the observation, Observers are taking notes and collecting evidence of instruction and student behavior, particularly as it relates to Domain II: The Classroom Environment and Domain III: Instruction. Evidence of performance in Domain I: Planning and Preparation and Domain IV: Professional Responsibilities can be added by the teacher as artifacts/attachments in Cornerstone, during the pre- and post-conference.

The Observer will enter scores and written feedback for all 10 observation components in Cornerstone. Once you receive your completed formal observation, you will be prompted in your action items to “review” it.

Post-Observation
Conference

How?

Teachers will also complete their Post-Observation form in Cornerstone after the Formal Observation and refer to it during the Post-Observation conference. Teachers can add additional artifacts at this time to inform their Observation rating.

During the Post-Observation conference, if the Observer and Observee agree that the overall observation rating should be revised, the Observer has one opportunity to make corrections. Once the Formal Observation is re-submitted to the teacher, it is final.

Virtual/Hybrid Observation

As we begin the 2020-2021 school year in a remote learning environment, we understand that this is new and uncharted territory for us all. We want to ensure that the process for observations and feedback fosters the ability to grow, progress, and develop across all instructional settings. The Danielson Framework for Teaching (FFT) will continue to serve as the tool used to provide informal and formal feedback. Additionally, the Danielson Framework for Online Educators (appendix p. 32) will be used as a supplement to support the FFT and provide additional guidance with example indicators in all components and performance ratings. The Evaluation Team has also compiled additional supporting documents and resources to assist in navigating the process and aligning instructional practices and indicators for synchronous and/or asynchronous instruction. We will continue to update our resources throughout the school year to provide the most current and timely information to be able to support and guide our school leaders, teachers, and non-teaching professional employees.

Informal Observation

Principals conduct Informal Observations to identify areas of focus in preparation for formal observations or to identify instructional practices in areas of strength or improvement. Feedback and numerical scores (0 – 3) are given on 6 components from Domain II: The Classroom and Domain III: Instruction. The observations should occur with enough time allotted between for teachers to incorporate feedback into practice.

Danielson Walkthrough

A brief, targeted, non-scored practice used to gain insight into a teaching practice and student performance. Principals, Assistant Principals and SBTs (at the Principal’s discretion) can enter feedback into Cornerstone based on any of the 22 components of Danielson. Again, this observation is completely unscored.

In-Depth Look: Failing and Needs Improvement Observations

NOTE: All required additional observations must be completed within the same rating period. Since the rating period for 2nd and 3rd year non-tenured (TPE) teachers is 5 months, all formal observations must be completed within the Fall window or the Spring window, based on when the Failing observation occurred.

PAR teachers: Tenured teachers who were rated Unsatisfactory the previous school year are placed in PAR to receive coaching the following year; 1st year teachers are automatically placed in PAR.

Satisfactory Ratings: All performance levels above Unsatisfactory – Failing are satisfactory ratings. Therefore, a Needs Improvement rating will be identified as *Satisfactory – Needs Improvement*. Likewise, a Proficient rating would be identified as *Satisfactory – Proficient*.

An Unsatisfactory – Failing observation rating is a 0.49 or below.

Observation windows, or **rating periods**, differ based on a teacher's PGS status.

TPE = semester-long
Tenured = year-long

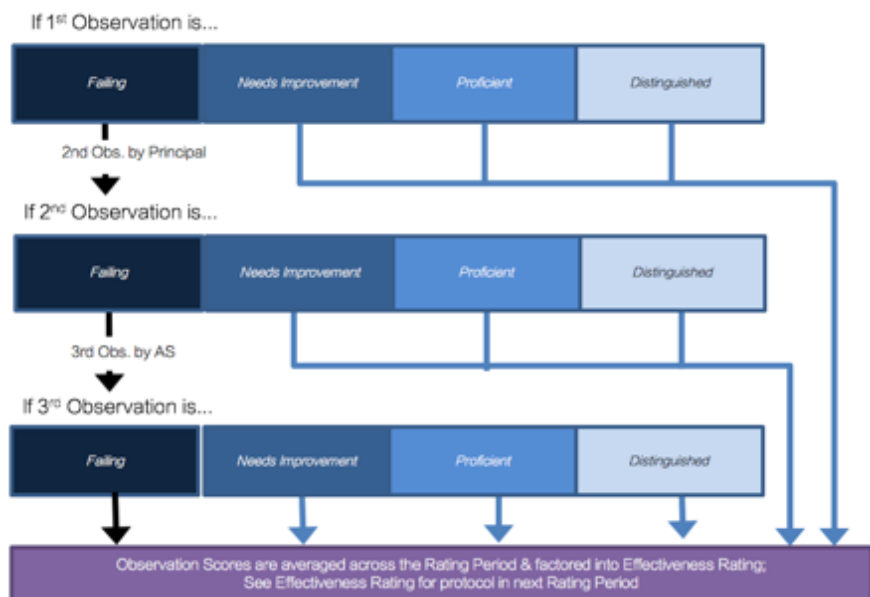
Failing Observations:

Principals must give a teacher who receives a Failing (Unsatisfactory) observation score a copy of the Failing (Unsatisfactory) observation no more than five (5) working days after the observation was conducted. A Post-Observation Conference must be scheduled with the teacher. Teachers may request PFT representation at this conference. The principal will draft and document an action plan to direct the teacher's improvement. The principal must create and monitor this plan at the school level. The plan should contain the following:

- ▶ One, high-leverage area of focus that will have the biggest impact on student outcomes
- ▶ Specific strategies/tools to support improvement
- ▶ Clear criteria for what success will look like
- ▶ Times for follow up

Failing Observations: 2 + 1 Policy

Teachers who receive a Failing (Unsatisfactory) Formal Observation score are required to be formally observed again with the same observation window. If the first Formal Observation is Failing, a second Formal Observation is required and must be completed by the principal. If the second Formal Observation is also Failing, a third Formal Observation is required and must be completed by the Assistant Superintendent. Follow-up observations are *not* required for teachers in PAR.



Needs Improvement Formal Observations

The Principal must give a teacher who receives a Satisfactory - Needs Improvement score a copy of the Needs Improvement observation no more than five working days after the observation was conducted. The principal will draft and document an action plan to support the teacher's improvement.

The principal creates and monitors this plan at the school level. The plan should contain the following:

- ▶ One, high-leverage area of focus that will have the biggest impact on student outcomes
- ▶ Specific strategies/tools to support improvement
- ▶ Clear criteria for what success will look like
- ▶ Times for follow up
- ▶ A follow up observation should be scheduled

Please refer to the [PGS Manual](#) to the PGS manual for detailed information about SOS and the application process.

PGS Manual:
<https://drive.google.com/file/d/1v4HM--3L1o0iWgoacD5w0z-lwRoyPGyp/view>

PAR Panel: The PAR panel is a group of observers and District leaders, entrusted to make conclusive, evaluative decisions for observees in special observation cases. Amongst the PAR panel are PFT and special assignment principals.

Special Observation Status (SOS):

The principal may request that the PAR Panel place a tenured teacher who is not in a formal observation year in SOS if there are concerns about classroom performance (Domains II AND III only).

In order to recommend a teacher for SOS, the principal or assistant principals completes at least three (3) Informal Observations in the fall, and submits the application by the date specified on the Evaluation calendar.

SOS teachers receive one Formal Observation conducted by their principal and receive coaching from a Consulting Teacher who collects evidence of the teacher’s practice during the Spring observation window.

Required Formal Observations for Tenured Teachers in SOS versus PDP year

Teacher Groups		Fall	Spring
Tenured (Professional Employee)	Professional Development Plan (PDP)		0
	Special Observation Status (SOS)		1

The PAR Panel uses the Formal Observation conducted by the principal and the recommendations of the Consulting teacher to help determine whether the teacher will be rated Satisfactory or Unsatisfactory for the school year.

- If the teacher is rated Unsatisfactory, they will be placed in PAR for the next school year
- If the teacher is rated Satisfactory, the Special Observation Status ends, and the teacher will go back into the observation cycle based on his/her PGS Status (years of service)

Teacher Multiple Measure Summary

Temporary Professional Employees (TPE) are new, non-tenured teachers in their first three years of employment.

If an overall Needs Improvement or Satisfactory teacher cannot be formally observed, they will **not** receive an MMS Report. The teacher will continue on a PIP, or in PAR, upon the conclusion of their extenuating circumstance

What is the School Performance Profile?

Teachers are evaluated on four measures of Educator Effectiveness, which determine the overall Effectiveness Rating: Formal Observation, Student Learning Objectives (SLO), Teacher-Specific PVAAS, and School Performance Profile (SPP). The Multiple Measure Summary (MMS) shows a teacher's score for each measure, when available, and their overall Effectiveness Score and Rating.

Who receives a Multiple Measure Summary?

All teachers receive an MMS every year based on currently available data for each of the four measures of Effectiveness.

	Teacher Type	Principal Review & Release to Teacher	Deadline for Teachers to Receive MMS Report
Mid-Year MMS	2 nd & 3 rd Year TPE; on a PIP	1/19/21 – 1/25/21	January 25, 2021
End-of-Year MMS	All Teachers	6/7/21 – 6/11/21	June 11, 2021

How does the Multiple Measure Summary capture Teaching Practice?

Each measure of the Teacher Evaluation System assesses different aspects of teacher practice. Collectively, the measures provide a holistic view of a teacher's effectiveness as it captures both teacher practice and student outcomes.

To calculate a teacher's overall Effectiveness Rating, the score from each Effectiveness measure is converted to a 0-3 scale. These converted scores are multiplied by their respective weights described on the next page, and then added together to create a final Teacher Effectiveness Score. Scores for each measure and the overall Effectiveness Rating correspond with four performance levels, shown below.

0.00 – 0.49 Failing	0.50 – 1.49 Needs Improvement	1.50 – 2.49 Proficient	2.50 – 3.00 Distinguished
------------------------	----------------------------------	---------------------------	------------------------------

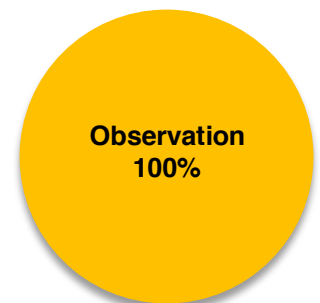
What is the Multiple Measure Summary Process?

At the conclusion of the rating period, the Evaluation team works with the District's Office of Information Systems to calculate every teachers' MMS. For most teachers, this occurs at the end of their 10-month rating period in the spring.

2nd and 3rd year teachers, who have a 5-month rating period, receive an MMS report following the fall rating period (mid-year MMS report).

Once the score has been calculated, a Multiple Measure Summary Report is uploaded to Cornerstone, which is then reviewed by the principal and released to teachers.

Calculation of Teacher Effectiveness Score
For the 2020-2021 School Year



All Data Available (per the protocol from 2019-2020 SY – present)

Observation	SLO	PVAAS	SPP
100%	-	-	-

Note: If a teacher is in a Professional Development Plan (PDP) year, his/her most recent observation score is used in their MMS calculation.

Understanding the Teacher Multiple Measure Summary

On a teacher's MMS report, scores for each measure are presented in addition to Domain-level observation scores. The key terms below will help guide understanding of Effectiveness Scores and Ratings.

Score: 0-3 score teacher received for that measure

Factor: Weight for that score (e.g. a factor of 15% for Teacher-Specific PVAAS means that score counts towards 15% of the teacher's overall Effectiveness Score)


Earned Points: Total amount of points for that measure that will contribute to the teacher's Effectiveness Score and Rating; found by multiplying the score by the factor

Teacher Effectiveness Rating Earned Points: Overall Teacher Effectiveness Score


Teacher Effectiveness Rating: Overall rating from Unsatisfactory to Distinguished that corresponds with the teacher's Overall Effectiveness Score

Overall Rating: Designation of Satisfactory or Unsatisfactory

SAMPLE MULTIPLE MEASURE SUMMARY REPORT (typically a 4-page document)


THE SCHOOL DISTRICT OF
PHILADELPHIA

2019-2020 Spring Teacher Multiple Measures Summary
Review Period 1/1/2020 - 5/31/2020



REVIEWER

Manager's Name

Observee's Name

TEACHER, FULL TIME
Position

LEARNING NETWORK
Division

Overview

Task Instructions

Overall Score

Additional Information

Overall Score	SATISFACTORY
---------------	--------------

Planning and Preparation - Earned Points

Directions

Additional Information

Planning and Preparation Earned Points	0.4
Planning and Preparation Rating	2
Planning and Preparation Factor	0.20

Classroom Environment - Earned Points

Directions

Additional Information

Classroom Environment Earned Points	0.6
Classroom Environment Rating	2
Classroom Environment Factor	0.30

2019-2020 Spring Teacher Multiple Measures Summary
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Instruction - Earned Points

Directions

Additional Information

Instruction Earned Points	0.6
Instruction Rating	2
Instruction Factor	0.30

Professional Responsibility - Earned Points

Directions

Additional Information

Professional Responsibility Earned Points	0.4
Professional Responsibility Rating	2
Professional Responsibility Factor	0.20

Teacher Observation and Practice Earned Points Summary

Additional Information

Teacher Observation and Practice Earned Points Summary	2
Planning and Preparation Earned Points	0.4
Classroom Environment Earned Points	0.6
Instruction Earned Points	0.6
Professional Responsibility Earned Points	0.4

Student Performance

2019-2020 Spring Teacher Multiple Measures Summary
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Additional Information

Building-Level Score	0
Building-Level Rating Converted	0
Teacher-Specific Rating	0
Elective Rating	0

Teacher Effectiveness Rating - Earned Points

Additional Information

Teacher Effectiveness Rating - Earned Points	2
Teacher Observation and Practice Score Factor	0.00
Teacher Observation and Practice Earned Points	0
Building-Level Score Factor	0.00
Building-Level Earned Points	0
Teacher-Specific Score Factor	0.00
Teacher-Specific Earned Points	0
Elective Data Score Factor	0.00
Elective Data Earned Points	0

Final Performance Rating

Additional Information

Final Performance Rating	SATISFACTORY
Teacher Effectiveness Rating Earned Points	0
Teacher Effectiveness Rating Converted	N/A

2019-2020 Spring Teacher Multiple Measures Summary
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Peer Assistance Review (PAR): A year-long program for all first-year temporary professional teaching employees (TPE) and for tenured employees who receive an Unsatisfactory Effectiveness rating the previous rating period. Teachers in PAR receive one Formal Observation towards the end of the Spring observation window.

Performance Improvement Plan (PIP): An individualized support plan that is developed in collaboration with the principal and teacher to address areas of concern related to the contributing factors of a teacher's MMS. The PIP will last the duration of the next rating period.

Pre-K Teachers: Pre-K teachers do not participate in the PAR program regardless of their effectiveness rating.

See the PGS Manual for more information on PIP requirements and policies.



1st Year Teachers and Tenured Teachers in PAR

1st Year teachers and Tenured teachers in PAR do not receive an Effectiveness Rating for Distinguished, Proficient, Needs Improvement and Failing. Instead, the teacher's overall rating of Satisfactory or Unsatisfactory will be made by the PAR Panel.

Implications for Needs Improvement Ratings

Teachers who receive a Needs Improvement Effectiveness Rating must complete a PIP, which can be coach driven or self-directed. Furthermore, any teacher who receives a Needs Improvement rating will be formally observed the following school year. The length of the PIP and frequency of formal observations will be based on their tenured status.

	PIP Length	Number of Formal Observations
Non-Tenured Teachers	5-months	1
Tenured Teachers	10-months	2

The second Effectiveness Rating of Needs Improvement in the same certification within a span of 10 years of the first Needs Improvement rating will be converted into a Failing - Unsatisfactory rating.

Implications for Failing Ratings

Tenured teachers who receive a Failing End-of-Year rating will be enrolled in the PAR program for the following school year. Non-tenured (2nd and 3rd year) teachers who receive a Failing rating are on grounds for dismissal. A recommendation for dismissal can be made by the principal. Those who are retained will complete a coach-driven PIP.

Teacher Type	Implications & PIP Length
	Grounds for Dismissal
Non-Tenured Teachers: Mid-year MMS	If retained: <ul style="list-style-type: none"> - Complete PIP - Receive 1 FO
Non-Tenured Teachers: End-of-Year MMS	Grounds for Dismissal
Tenured Teacher	Enter PAR

The following page has an example of the previous format of the MMS reports for teachers. The new Cornerstone format for MMS reports will be made available soon!

Most score change requests require written approval from the Assistant Superintendent of the observer and observee.

Observers receive their final observation score and SLO score before they receive their overall Effectiveness rating on their MMS report. Therefore, Observees can contest a score 10 days within receiving them individually, instead of waiting until they see the score(s) again, altogether, on their MMS report.

Article XIV

<https://drive.google.com/file/d/1ToR3VqGk24IYs7cJy18znTSaLYX5g5Gu/view?usp=sharing>

Protocol for Contesting Evaluative Scores

In the event that a teacher/NTPE (Observee) does not agree with an evaluative score that they received from their Observer during an appropriate window of evaluation, the following actions should take place:

Within **ten (10) school days** of the Observee receiving a copy of that rating (i.e. Formal Observation, SLO score, MMS report), Observees can contest their evaluations with their rating officer (i.e. principal).

Supporting detail can be found in the Collective Bargaining Agreement between the Philadelphia Federation of Teachers and the School District of Philadelphia [Article XIV](#): Due Process Procedures.

The Observee/NTPE should furnish evidence, such as their written self-evaluation with supporting facts, concerning their rating. Upon sharing this information with their principal, if the principal determines there is just cause for the revision of a score, the principal will then reach out to the Office of Evaluation via email at effectiveness@philasd.org.

Initial contact with the Evaluation team will begin a preliminary investigation. The communication needs to include the Observee's information, the principal's rationale for the score change request, and any supporting data/documents.

When the details of the score change request are corroborated and the score change is found necessary, the final step will be securing the written consent of the score change from the Assistant Superintendent.

Point of Clarification: If the Observee's MMS report is released June 11, 2020 - the last day of the MMS release window for the 2020-2021 school year - ten (10) school days from that date would begin with the first day of school in the following (2021-2022) school year.

Score Change Due to User Error

If a score change is required due to an observer's error (i.e. Principal accidentally inputs a 1 instead of a 2), the observer can email effectiveness@philasd.org. A rationale should still be provided.

Scores that inform an Effectiveness Rating (populated by the observer):

- Formal Observation score – *Teacher Observation and Practice* score on the MMS report

In the event that a teacher/NTPE feels an error was made of his/her evaluation, and resolution cannot be reached between their observer and the Office of Evaluation, the Observee may invoke the grievance procedure.

More information can be found in [Article XV](#): Dispute Resolution of the Collective Bargaining Agreement between Philadelphia Federation of Teachers and the School District of Philadelphia.

Educator Evaluation Handbook

NTPE Evaluation SY 2020 – 2021

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Questions about Counselor Evaluation?

Contact the Prevention & Intervention Team
440 N Broad Street, Philadelphia PA 19130
Office: (215) 400-4930
Email: preventionandintervention@philasd.org

Questions about Nurse Evaluation?

Contact Student Health Services
440 N Broad Street, Suite 206, Philadelphia PA 19130
Office: (215) 400-4920
Email:

*****Due to the size of this document, hyperlinks are not supported.**

Please copy-and-paste the website links from this document into your web browser in order to access referenced resources.

ADJUSTED EVALUATIVE MEASURES OVERVIEW

Please consult the **PGS Manual** for additional information regarding:

- Peer Assistance and Review (PAR)
- Special Observation Status (SOS)
- Professional Development Plan (PDP)

PGS Manual:

<https://drive.google.com/file/d/1v4HM--3L1o0iWgoacD5w0z-lwRoyPGyp/view>

Evaluation for 2019-2020 School Year

In response to school closures during the 2019-2020 school year, the state required LEA's to complete professional employee evaluations. It was determined that the final evaluation rating will be comprised of observation and practice data only; all performance data (SLO, PVAAS, SPP) was been waived for teachers, non-teaching professional employees (ex. SPP), and school leaders (ex. PSLO, Connectedness, SPP). The observation and practice score accounted for 100% of the final rating using the relevant evaluation Framework for each employee.

Evaluation for 2020-2021 School Year

For the 2020-2021 school year, the School District will maintain the protocol implemented last school year. All performance data (SLO, PVAAS, SPP) will be waived for the duration of the school year and Multiple Measure Summary reports will be 100% reflective of observation data. In addition to Formal Observations, Informal Observations and Walkthroughs may be conducted as well and will remain non-evaluative (having no impact on overall MMS ratings).

Performance Data

During average school years, 1-3 measures of performance data are used to calculate a teacher or non-teaching professional employee's overall Effectiveness rating, based on their applicability and availability. The performance data measurers are the following:

School Performance Profile (SPP): School Performance Profile (SPP) is Pennsylvania's school accountability model used to capture a school's overall performance. The SPP incorporates a variety of weighted indicators – both academic and nonacademic – to capture a school's overall performance. These include student performance and growth on PSSA or Keystone Exams, school graduation rate and/or promotion rates, and attendance, among other indicators.

PA Value Added Assessment System (PVAAS): The Pennsylvania Value-Added Assessment System (PV A AS) teacher-specific reports provide an estimate of the academic growth of a teacher's group of students in a state assessed content area for a specific school year. Each year, teachers of those state assessed content areas will receive a PVAAS composite score, which is a combined measure of all the tested subjects, grades, and Keystone courses taught.

Student Learning Objectives (SLO): Student Learning Objectives (SLOs) asses a teacher's ability to support student growth over a period of time. Teachers set a standards-aligned goal for a group of students. Next, teachers create or select an appropriate pre-assessment and post- assessment for testing their students' performance level and growth, respectively. Between these assessments, teachers set and monitor progress toward growth targets.

Again, for the 2020-2021 school year Multiple Measure Summary reports will be 100% observation as the District navigates unprecedented times. Student data will not apply to effectiveness ratings.

Non-Teaching Professional Employee Observation

Non-Teaching Professional Employees (NTPEs) include:

- ▶ Academic Coaches
- ▶ Consulting Teachers Coaches
- ▶ Counselors
- ▶ Educational Technology Specialists
- ▶ Nurses
- ▶ Occupational/Physical Therapists
- ▶ Psychologists
- ▶ Social Workers
- ▶ Special Needs Counselors

NTPEs who are at multiple schools will be observed at their payroll school.

Default Observation Scores:

NTPEs who do not receive a required formal observation(s) are given a default score of 2 (Proficient) for that observation.

What is Non-Teaching Professional Employee Observation?

NTPE observation and practice is evaluated using a rubric specific to the NTPE's role and responsibilities (see Appendix for Nurse and Counselor Observation rubrics, respectively). Skills and competencies are divided into 4 Domains: *Planning and Preparation, Educational Environment, Delivery of Service, and Professional Development.*

Who is Formally Observed?

NTPEs follow an observation cycle specific to their position. Counselors and nurses are formally observed and evaluated by their principal while other groups of NTPEs are observed by a centrally located supervisor. This table shows the frequency of observations required by the principal.

	FALL	SPRING
Nurses	1	1
Counselors	1	1

Note:

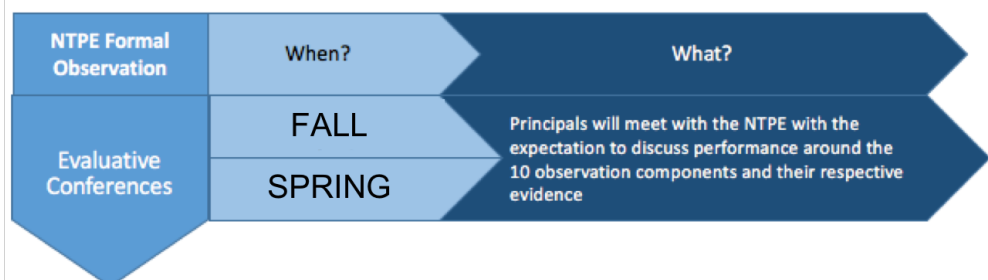
*Most other NTPEs not listed here are formally observed by a Central Office Administrator **once** a year.*

How do formal NTPE observations capture NTPE practice?

When NTPEs are formally observed, they will receive a numerical score of 0, 1, 2, or 3 on each of the ten components in their rubric. Component scores correspond with performance levels ranging from Distinguished (3) to Failing (0). Component scores within the same Domain are averaged together to create a Domain score. An overall observation score is calculated by averaging the Domain scores. All observation scores are averaged across the rating period to produce one observation score to be factored into the Effectiveness Rating.

What is the formal observation process?

NTPEs can be observed by their Principal, Assistant Principal, or Assistant Superintendent. Formal observations include both numerical scores (0-3) and qualitative, written feedback on all ten components. **Since the work of nurses and counselors is sensitive in nature, observers will primarily use evaluative conferences with the NTPE to collect evidence and discuss performance relative to the ten components of their rubric.** Within the rubric, there are components with evidence that can be collected via direct observation. In this case, observers should follow the same process used for teachers which involves a pre- and post-conference and observation.



Pre- and Post-Observation Conferences

The Formal Observation should be scheduled in advance with enough time for both the NTPE and observer to adequately prepare for the observation.

The Pre-Observation Conference may address some of the following items:

- List the objective for the activities
- How will you determine success or positive outcome for these activities?

The Post-Observation Conference is another opportunity to engage in professional dialogue regarding the complexities of their practice.

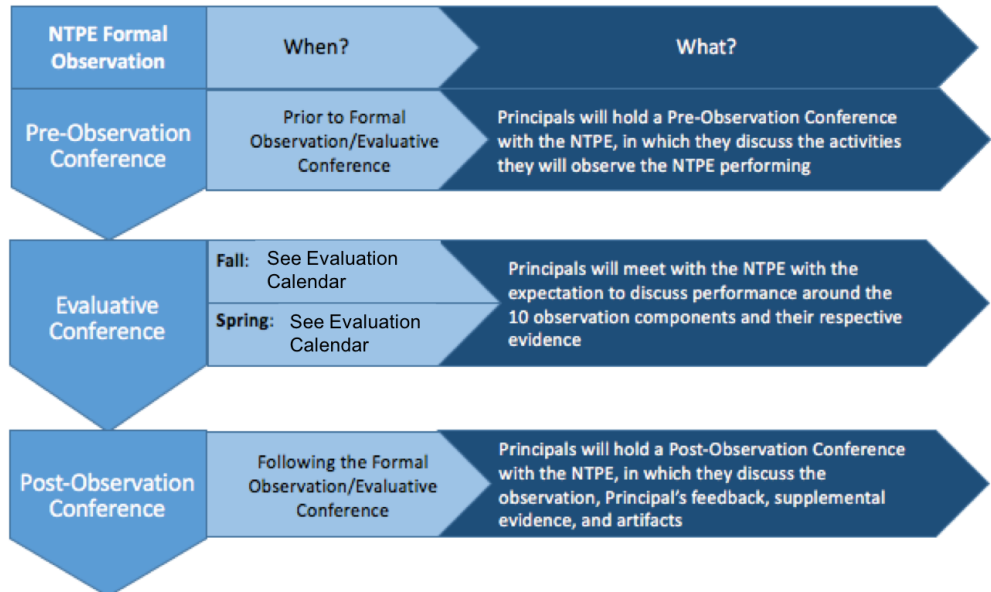
The Post-Observation Conference may address some of the following items:

- Did you accomplish the objectives of the activity? How do you know?

Evaluative Conferences **How?**

Evaluative Conferences can occur as frequently as needed to collect evidence relative to each of the ten components of the rubric. The conferences offer an opportunity for rich discussion between the NTPE and observer in addition to providing opportunities for NTPEs to share evidence that highlights the portfolio of their work.

In-Depth look: NTPE Observations



Formal Observation **How?**

The purpose of observations is to verify and validate performance and support growth for NTPEs across the District. In addition, they will be used to provide effective and constructive feedback as well as the strengths and opportunities for improvement in the NTPE's practice. During the observation, observers should take notes and collect evidence relative to the observable components. Additional evidence can be added by the NTPE as attachments in Cornerstone, and during the pre- and post-observation conferences.

The observer will enter scores and written feedback for the observable components in Cornerstone. NTPE's will see completed observations appear in Cornerstone, under "Action Items" and "My Assigned Reviews" for them to review. Once an NTPE has reviewed and acknowledged their Formal Observation (by clicking **submit**), the completed observation will then move to "My Personal Reviews" for the NTPE.

NEW: Pre- and post-observation conference forms can now be launched in Cornerstone for counselors and nurses.

NTPE Multiple Measure Summary

What is a Multiple Measure Summary?

NTPEs are evaluated on two measures of Educator Effectiveness, which determine the overall Effectiveness Rating: Observation and School Performance Profile. The Multiple Measure Summary (MMS) shows the score for each measure, when available, and their overall Effectiveness Score and Rating.

Who receives a Multiple Measure Summary?

All NTPEs receive an MMS every year based on currently available data for each of two measures of Effectiveness. The NTPE rating period is 10 months, so all data available during that window is averaged into once score for each respective measure (e.g. multiple formal observations during the school year are averaged into one observation score for the End-of-Year MMS Report).

How does the Multiple Measure Summary capture NTPE practice?

Each measure of the NTPE Evaluation system captures different aspects of practice. Collectively, the measures provide a comprehensive assessment of the effectiveness as it captures both NTPE practice and building-level indicators.

To calculate an overall Effectiveness Rating, the score from each Effectiveness measure is converted to a 0-3 scale. These converted scores are multiplied by their respective weights described below, and then added together to create a final NTPE Effectiveness Score. Scores for each measure and the overall Effectiveness Score correspond with four performance ratings:

0.00 – 0.49 Failing	0.50 – 1.49 Needs Improvement	1.50 – 2.49 Proficient	2.50 – 3.00 Distinguished
------------------------	----------------------------------	---------------------------	------------------------------

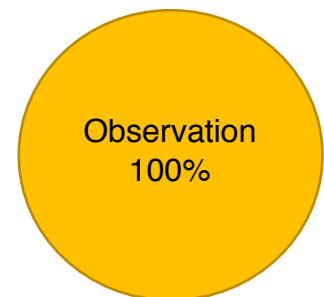
What is the Multiple Measure Summary Process?

At the conclusion of the rating period, the Evaluation team works with the District's Office of Information Systems to calculate every NTPE's MMS. Once the score has been calculated, an MMS report is uploaded to Cornerstone, which is reviewed by the NTPE's observer and released to the NTPE.

In-Depth Look: Multiple Measure Summary

NTPE Effectiveness Scores and Ratings are based on all available data, with scores from each measure weighted according to Pennsylvania Department of Education (PDE) regulation. The tables below show the two ways an NTPE's Effectiveness Score can be calculated based on the number of measures for which an NTPE has available data.

Calculation of NTPE Effectiveness Score
For the 2020-2021 School Year



All Data Available (per the protocol from 2019-2020 SY – present)

NTPE Observation	School Performance Profile
100%	-

Performance

Improvement Plan (PIP):

An individualized support plan that is developed in collaboration with the observer and Observee to address areas of concern related to the contributing factors of an Observee’s MMS. The PIP will last the duration of the next rating period.

NOTE: Per Act 82, all non-teaching professional employees are subject to the PIP process applicable for below proficient Effectiveness ratings.

Non-Teaching Professional Employees (NTPEs) include:

- Academic Coaches
- Consulting Teachers Coaches
- Counselors
- Educational Technology Specialists
- Nurses
- Occupational/Physical Therapists
- Psychologists
- Social Workers
- Special Needs Counselors

Understanding the NTPE Multiple Measure Summary

On a NTPE’s MMS report, scores for each measure are presented in addition to Domain-level observation scores. The key terms below will help guide understanding of Effectiveness Scores and Ratings.

Score: 0-3 score NTPE received for that measure

Factor: Weight for that score (e.g. a factor of 80% for Observation and Practice Score means that score counts towards 80% of the NTPE’s Effectiveness Score)

Earned Points: Total amount of points for that measure that will contribute to the NTPE’s Effectiveness Score and Rating; found by multiplying the score by the factor

Effectiveness Rating Earned Points: Overall NTPE Effectiveness Score

Effectiveness Rating: Overall rating from Unsatisfactory to Distinguished that corresponds with the NTPE’s Overall Effectiveness Score


Overall Rating: Designation of Satisfactory or Unsatisfactory

Implications of Below Proficient Ratings


NTPEs who receive their first Needs Improvement Effectiveness Rating are placed on a year-long Performance Improvement Plan (PIP), which can be coach driven or self-directed. If an NTPE receives a second Needs Improvement with ten (10) years of the first, it is converted into an overall Unsatisfactory – Failing rating, and a semester-long PIP is implemented.

Two consecutive, overall Failing ratings, or a consecutive combination of a Failing + Needs Improvement rating, places an NTPE on grounds for dismissal. The decision to dismiss lies with the rating officer, following an MMS Rating Letter Conference.

SAMPLE MULTIPLE MEASURE SUMMARY REPORT (typically a 4-page document)


THE SCHOOL DISTRICT OF
PHILADELPHIA

2019-2020 Spring Teacher Multiple Measures Summary
Review Period 1/1/2020 - 5/31/2020

REVIEWER
 Manager's Name

Observee's Name

TEACHER, FULL TIME
Position

LEARNING NETWORK
Division

Overview

Task Instructions

Overall Score

Additional Information

Overall Score SATISFACTORY

Planning and Preparation - Earned Points

Directions

Additional Information

Planning and Preparation Earned Points 0.4
 Planning and Preparation Rating 2
 Planning and Preparation Factor 0.20

Classroom Environment - Earned Points

Directions

Additional Information

Classroom Environment Earned Points 0.6
 Classroom Environment Rating 2
 Classroom Environment Factor 0.30

2019-2020 Spring Teacher Multiple Measures Summary
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Instruction - Earned Points

Directions

Additional Information

Instruction Earned Points 0.6
 Instruction Rating 2
 Instruction Factor 0.30

Professional Responsibility - Earned Points

Directions

Additional Information

Professional Responsibility Earned Points 0.4
 Professional Responsibility Rating 2
 Professional Responsibility Factor 0.20

Teacher Observation and Practice Earned Points Summary

Additional Information

Teacher Observation and Practice Earned Points Summary 2
 Planning and Preparation Earned Points 0.4
 Classroom Environment Earned Points 0.6
 Instruction Earned Points 0.6
 Professional Responsibility Earned Points 0.4

Student Performance

2019-2020 Spring Teacher Multiple Measures Summary
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Additional Information

Building-Level Score 0
 Building-Level Rating Converted 0
 Teacher-Specific Rating 0
 Elective Rating 0

Teacher Effectiveness Rating - Earned Points

Additional Information

Teacher Effectiveness Rating - Earned Points 2
 Teacher Observation and Practice Score Factor 0.00
 Teacher Observation and Practice Earned Points 0
 Building-Level Score Factor 0.00
 Building-Level Earned Points 0
 Teacher-Specific Score Factor 0.00
 Teacher-Specific Earned Points 0
 Elective Data Score Factor 0.00
 Elective Data Earned Points 0

Final Performance Rating

Additional Information

Final Performance Rating SATISFACTORY
 Teacher Effectiveness Rating Earned Points 0
 Teacher Effectiveness Rating Converted N/A

2019-2020 Spring Teacher Multiple Measures Summary
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Appendix A

SDP Modified Danielson Framework for Teaching

Domain 1: Planning and Preparation

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
1c. Setting Instructional Outcomes	<p>Outcomes lack rigor</p> <p>Outcomes do not represent important learning in the discipline</p> <p>Outcomes are not clear or are stated as activities</p> <p>Outcomes are not suitable for many students in the classroom</p>	<p>Outcomes represent a mixture of low expectations and rigor</p> <p>Some outcomes reflect important learning in the discipline</p> <p>Outcomes are suitable for most of the class</p>	<p>Outcomes represent high expectations and rigor</p> <p>Outcomes are related to "big ideas" of the discipline</p> <p>Outcomes are written in terms of what students will learn rather than do</p> <p>Outcomes represent a range of types; factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication</p> <p>Outcomes, differentiated where necessary, are suitable to groups of students in the class</p>	<p>The teacher's plans reference curricular framework or blueprints to ensure accurate sequencing</p> <p>The teacher connects outcomes to previous and future learning</p> <p>Outcomes are differentiated to encourage individual students to take educational risks</p>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
1e. Designing Coherent Instruction	<p>Learning activities are boring and/or not well aligned to the instructional goals</p> <p>Materials are not engaging or do not meet instructional outcomes</p> <p>Instructional groups do not support learning</p> <p>Lesson plans are not structured or sequenced and are unrealistic in their expectations</p>	<p>Learning activities are moderately challenging</p> <p>Learning resources are suitable, but there is limited variety</p> <p>Instructional groups are random, or they only partially support objectives</p> <p>Lesson structure is uneven or may be unrealistic about time expectations</p>	<p>Learning activities are matched to instructional outcomes</p> <p>Activities provide opportunity for higher-level thinking</p> <p>The teacher provides a variety of appropriately challenging material and resources</p> <p>Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths</p> <p>The plan for the lesson or unit is well structure, with reasonable time allocations</p>	<p>Activities permit student choice</p> <p>Learning experiences connect to other disciplines</p> <p>The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class</p> <p>Lesson plans differentiate for individual student needs</p>

Domain 2: The Classroom Environment

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
2b. Establishing a Culture for Learning	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors</p> <p>The teacher conveys to at least some students that the work is too challenging for them</p> <p>Students exhibit little or no pride in their work</p> <p>Students use language incorrectly; the teacher does not correct them</p>	<p>The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces</p> <p>The teacher conveys high expectations for only some students</p> <p>Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path"</p> <p>The teacher's primary concern appears to be to complete the task at hand</p> <p>The teachers urges, but does not insist, that students use precise language</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material</p> <p>The teacher demonstrates a high regard for students' abilities</p> <p>The teacher conveys an expectation of high levels of student effort</p> <p>Students expend good effort to complete work of high quality</p> <p>The teacher insists on precise use of language by students</p>	<p>The teacher communicates passion for the subject</p> <p>The teacher conveys the satisfaction that accompanies a deep understanding of complex content</p> <p>Students indicate through their questions and comments a desire to understand content</p> <p>Students assist their classmates in understanding the content</p> <p>Students take initiative in improving the quality of their work</p> <p>Students correct one another in their use of language</p>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
2c. Managing Classroom Procedures	<p>Students not working with the teacher are not productively engaged</p> <p>Transitions are disorganized, with much loss of instructional time</p> <p>There do not appear to be any established procedures for disturbing and collecting materials</p> <p>A considerable amount of time is spent off task because of unclear procedures</p>	<p>Students not working directly with the teacher are only partially engaged</p> <p>Procedures for transitions seem to have been established, but their operation is not smooth</p> <p>There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out</p> <p>Classroom routines function unevenly</p>	<p>Students are productively engaged during small-group or independent work</p> <p>Transitions between large- and small- group activities are smooth</p> <p>Routines for distributions and collection of materials and supplies work efficiently</p> <p>Classroom routines function smoothly</p>	<p>With minimal prompting by the teacher, students ensure that their time is used productively</p> <p>Students take initiative in distributing and collecting materials efficiently</p> <p>Students themselves ensure that transitions and other routines are accomplished smoothly</p>
2d. Managing Student Behavior	<p>The classroom environment is chaotic, with no standards of conduct evident</p> <p>The teacher does not monitor student behavior</p> <p>Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response</p>	<p>The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success</p> <p>The teacher attempts to keep track of student behavior, but with no apparent system</p> <p>The teacher's response to student misbehaving is inconsistent: sometimes harsh, other times lenient</p>	<p>Standards of conduct appear to have been established and implemented successfully</p> <p>Overall, student behavior is generally appropriate</p> <p>The teacher frequently monitors student behavior</p> <p>The teacher's response to student misbehavior is effective</p>	<p>Student behavior is entirely appropriate; and student misbehavior is very minor and swiftly handled</p> <p>The teacher silently and subtly monitors student behavior</p> <p>Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct</p>

Domain 3: Instruction

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
3a. Communicating with Students	<p>At no time during the lesson does the teacher convey to students what they will be learning</p> <p>Students indicate through body language or questions that they don't understand the content being presented</p> <p>The teacher makes a serious content error that will affect students' understanding of the lesson</p> <p>Students indicate through their questions that they are confused about the learning task</p> <p>The teacher's communications include errors of vocabulary or usage or imprecise use of academic language</p> <p>The teacher's vocabulary is inappropriate to the age or culture of the students</p>	<p>The teacher provides little elaboration or explanation about what the students will be learning</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students</p> <p>The teacher makes no serious content errors but may make minor ones</p> <p>The teacher's explanations of content are purely procedural, with no indication of how students can think strategically</p> <p>The teacher must clarify the learning task so students can complete it</p> <p>The teacher's vocabulary and usage are correct but unimaginative</p> <p>When the teacher attempts to explain academic vocabulary, it is only partially successful</p> <p>The teacher's vocabulary is too advanced, or too juvenile, for students</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning</p> <p>The teacher's explanation of content is clear and invites student participation and thinking</p> <p>The teacher makes no content errors</p> <p>The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning</p> <p>Students engage with the learning task, indicating that they understand what they are to do</p> <p>If appropriate, the teacher models the process to be followed in the task</p> <p>The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary</p> <p>The teacher's vocabulary is appropriate to students' ages and levels of development</p>	<p>If asked, students are able to explain what they are learning and where it fits into the larger curriculum context</p> <p>The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life</p> <p>The teacher points out possible areas for misunderstanding</p> <p>The teacher invites students to explain the content to their classmates</p> <p>Students suggest other strategies they might use in approaching a challenge or analysis</p> <p>The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline</p> <p>Students use academic language correctly</p>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
3b. Using Questioning and Discussion Techniques	<p>Questions are rapid-fire and convergent, with a single correct answer</p> <p>Questions do not invite student thinking</p> <p>All discussion is between the teacher and students; students are not invited to speak directly to one another</p> <p>The teacher does not ask students to explain their thinking</p> <p>Only a few students dominate the discussion</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly</p> <p>The teacher invites students to respond directly to one another's class ideas, but few students respond</p> <p>The teacher calls on many students, but only a small number actually participate in the discussion</p> <p>The teacher asks students to explain their reasoning, but only students attempt to do so</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers</p> <p>The teacher makes effective use of wait time</p> <p>Discussions enable students to talk to one another without ongoing mediation by teacher</p> <p>The teacher calls on most students, even those who don't initially volunteer</p> <p>Many students actively engage in the discussion</p> <p>The teacher asks students to justify their reasoning, and most attempt to do so</p>	<p>Students initiate higher-order questions</p> <p>The teacher builds on and uses student responses understanding</p> <p>Students extend the discussion, enriching it</p> <p>Students invite comments from their classmates during a discussion and challenge one another's thinking</p> <p>Virtually all students are engaged in the discussion</p>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
3c. Engaging Students in Learning	<p>Few students are intellectually engaged in the lesson</p> <p>Learning tasks/activities and materials require only recall or have a single correct response or method</p> <p>Instructional materials used are unsuitable to the lesson and/or the students</p> <p>The lesson drags or is rushed</p> <p>Only one type of instructional group is used (whole group, small groups) when variety would promote more students engagement</p>	<p>Some students are intellectually engaged in the lesson</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recalls</p> <p>Student engagement with the content is largely passive; the learning consists primarily of facts or procedures</p> <p>The materials and resources are partially aligned to the lesson objectives</p> <p>Few of the material and resources require student thinking or ask students to explain their thinking</p> <p>The pacing of the lesson is uneven- suitable in parts but rushed or dragging in others</p> <p>The instructional groupings used are partially appropriate to the activities</p>	<p>Most students are intellectually engaged in the lesson</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking</p> <p>Students are invited to explain their thinking as part of completing tasks</p> <p>Materials and resources support the learning goals and require intellectual engagement, as appropriate</p> <p>The pacing of the lesson provides students the time needed to be intellectually engaged</p> <p>The teacher uses groupings that are suitable to the lesson activities</p>	<p>Virtually all students are intellectually engaged in the lesson</p> <p>Lesson activities require high-level student thinking and explanations of their thinking</p> <p>Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggestion modifications to the grouping patterns uses, and/or (3) suggestions modifications or additions to the materials being used</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding</p>

Domain 4: Professional Responsibilities

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
4a. Reflecting on Teaching	<p>The teacher considers the lesson but draws incorrect conclusions about its effectiveness</p> <p>The Teacher makes no suggestions for improvement</p>	<p>The teacher has a general sense of whether or not instructional practices were effective</p> <p>The teacher offers general modifications for future instruction</p>	<p>The teacher accurately assesses the effectiveness of instructional activities used</p> <p>The teacher identifies specific ways in which a lesson might be improved</p>	<p>The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness</p> <p>The teacher's suggestions for improvement draw on an extensive repertoire</p>
4c. Communicating with Families	<p>Little or no information regarding the instructional program is available to parents</p> <p>Families are unaware of their children's progress</p> <p>Family engagement activities are lacking</p> <p>There is some culturally inappropriate communication</p>	<p>School- or district- created materials about the instructional program are sent home</p> <p>The teacher sends home infrequent or incomplete information about the instructional program</p> <p>The teacher maintains a school- required gradebook but does little else to inform families about student progress</p> <p>Some of the teacher's communications are inappropriate to families' cultural norms</p>	<p>The teacher regularly makes information about the instructional program available</p> <p>The teacher regularly send home information about student progress</p> <p>The teacher develops activities designed to engage families successfully and appropriately in their children's learning</p> <p>Most of the teacher's communications are appropriate to families' cultural norms</p>	<p>Students regularly develop material to inform their families about the instructional program</p> <p>Students maintain accurate records about their individual learning progress and frequently share this information with families</p> <p>Students contribute to regular and ongoing projects designed to engage families in the learning process</p> <p>All of the teacher's communications are highly sensitive to families' cultural norms</p>

Appendix B

SDP Modified Danielson Framework

Online Teaching Rubric

RUBRIC ASSESSMENT: Online Educators

Date Self-Assessment Evaluator Assessment

Domain 1: Planning and Preparation

Component	Failing	Needs Improvement	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	<ul style="list-style-type: none"> ➤ Teacher has a limited knowledge of content within his or her discipline and struggles to use online tools to show connections in concepts. ➤ Teacher's online practice reflects little understanding of foundational relationships among concepts; consistent evidence of inaccuracies or gaps exists. ➤ Teacher's strategies for communications and virtual instruction display no familiarity of an effective approach to pedagogy within the discipline. 	<ul style="list-style-type: none"> ➤ Teacher has knowledge of content within his or her discipline, but shows a lack of knowledge on how to show connections within concepts through the use of online tools. ➤ Teacher's online practice reflects some understanding of foundational relationships among concepts, although there is evidence of inaccuracy or lack of depth. ➤ Teacher's strategies for communications and virtual instruction display a limited familiarity of an effective approach to pedagogy within the discipline. 	<ul style="list-style-type: none"> ➤ Teacher has strong knowledge of content within his or her discipline and uses online tools to show connections within concepts. ➤ Teacher's online practice reflects a core understanding of foundational relationships among concepts. ➤ Teacher's strategies for communications and virtual instruction display a familiarity of an effective approach to pedagogy within the discipline. 	<ul style="list-style-type: none"> ➤ Teacher displays extensive knowledge of the content within his or her discipline and utilizes online tools to engage student ownership of the connections within concepts. ➤ Teacher's online practice reflects a core understanding of foundational relationships among concepts and provides the online tools necessary for students to motivate and ensure understanding. ➤ Teacher's strategies for communications and virtual instruction display a strong familiarity of an effective approach to pedagogy within the discipline while anticipating student misconceptions.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Teacher only requires students to copy definitions from an online dictionary each week to help students learn to spell difficult words. ➤ Teacher does not show the connection between the start of WWII and the end of the Great Depression during online instruction. 	<ul style="list-style-type: none"> ➤ Teacher plans to forge ahead with an online lesson on addition with regrouping, even though some students have not fully grasped place value. ➤ Teacher demonstrates limited connections between the various methods to represent fractional amounts during online instruction. 	<ul style="list-style-type: none"> ➤ Teacher realizes students do not have the knowledge of a particular virtual math tool. Teacher sets up an online tutoring session before introducing a new math concept. ➤ Teacher creates a visual using a multimedia site that shows the connections between the events that led up to the Civil War. 	<ul style="list-style-type: none"> ➤ Teacher plans and facilitates student creation of a multimedia presentation to show symbiotic relationships in the animal kingdom. ➤ Teacher has students compare and contrast two stories of the same genre and then present to peers regarding their discoveries using online tools in order to examine plot structures.

1b: Demonstrating Knowledge of Students	<ul style="list-style-type: none"> ➤ Teacher demonstrates little or no understanding of how students learn and their abilities to use online tools. ➤ Teacher demonstrates little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs. ➤ Teacher does not seek information about the degree to which an individual student possesses the attributes, skills and knowledge that contribute to success in an online course. 	<ul style="list-style-type: none"> ➤ Teacher acknowledges the importance of understanding how students learn and the need for students to utilize online tools. ➤ Teacher demonstrates some knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs. ➤ Teacher seeks some information about the degree to which an individual student possesses the attributes, skills and knowledge that contribute to success in an online course. 	<ul style="list-style-type: none"> ➤ Teacher understands the active nature of student learning in the online environment and attains information about levels of development for groups of students. ➤ The teacher is aware of individual student's backgrounds, cultures, skills, language proficiency, interests, and special needs. ➤ Teacher obtains information about the degree to which an individual student possesses the attributes, skills and knowledge that contribute to success in an online course. 	<ul style="list-style-type: none"> ➤ Teacher takes proactive approaches to remove barriers to student online learning, including access barriers and the digital divide. ➤ Teacher utilizes online tools to collect information about students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources in order to structure online assignments such that students' backgrounds are maximized. ➤ Teacher obtains information about the degree to which an individual student possesses the attributes, skills and knowledge that contribute to success in an online course, including access barriers and the digital divide.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Teacher shares no information with students that highlight skills needed to learn successfully in an online environment. ➤ Teacher rarely sends out emails, makes phone calls and/or schedules online sessions to ensure students have the ability to access content and to ascertain student knowledge. 	<ul style="list-style-type: none"> ➤ Teacher shares a file with students that highlight skills needed to learn successfully in an online environment. ➤ Teacher sporadically sends out emails, makes phone calls and/or schedules online sessions to ensure students have the ability to access content and to ascertain student knowledge. 	<ul style="list-style-type: none"> ➤ Teacher administers surveys to collect information about the students' interests, background, culture, etc. ➤ Teacher sends out regular emails, makes phone calls and schedules online sessions to ensure students have the ability to access content and to ascertain student knowledge. ➤ Teacher provides students with examples of a good environment to take their online classes that minimizes distractions and encourages the students' learning. ➤ Teacher provides online alternative assessments that are based on students' interests. 	<ul style="list-style-type: none"> ➤ Teacher develops, distributes, and analyzes surveys that measure an individual student's self-motivation, time management skills, self-discipline, availability, etc. ➤ Teacher sends out regular emails, makes phone calls and arranges individual time to get to know the students in a face-face or online session; accommodations are made (as necessary) to meet with students outside of traditional hours or locations. ➤ Teacher obtains information from students that are more than "yes" or "no" answers to learn about their attributes and abilities. ➤ Teacher uses tools to arrange virtual field trips that are relevant to the heritage and interests of the students.

1c: Setting Instructional Outcomes	<ul style="list-style-type: none"> ➤ Teacher designed instructional outcomes do not demonstrate rigor and relevance of the curriculum. ➤ Stated outcomes are unclear, are not posted online, or do not represent the expectations of the curriculum. ➤ Instructional outcomes are not measurable. ➤ Knowledge of students is lacking and reflected in the learning outcomes. 	<ul style="list-style-type: none"> ➤ Teacher designed instructional outcomes are not tightly aligned with the curriculum's outcomes. ➤ Stated outcomes reflect some learning in the discipline and consist of a combination of outcomes and online activities. ➤ Instructional outcomes can be measured, but few effectively demonstrate mastery. ➤ Knowledge of students is minimal and reflected in the learning outcomes. 	<ul style="list-style-type: none"> ➤ Teacher designed instructional outcomes align with the curriculum's outcomes and provide rigor and relevance. ➤ Stated outcomes reflect higher order learning in the discipline and consist of a combination of outcomes and online activities. ➤ Instructional outcomes can be measured, demonstrate mastery, and be quantitatively and/or qualitatively assessed within an online environment. ➤ Knowledge of students is reflected in the learning outcomes. 	<ul style="list-style-type: none"> ➤ Teacher designed instructional outcomes demonstrate increased rigor and provide opportunities for extension of learning for all learners within an online environment. ➤ Stated outcomes reflect higher order learning in the discipline and are designed to seamlessly allow for extension of learning matching the individual needs of the students. ➤ Instructional outcomes are written to allow for various forms of assessment within an online environment to address evaluation and synthesis of learning. ➤ Teacher effectively reflects knowledge of students and differentiates instructional outcomes within the online environment.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Teacher develops a discussion forum and quiz activities within the online system, but does not identify the instructional outcomes. ➤ Assignments/activities do not demonstrate connections to the outcomes or the learner's needs. 	<ul style="list-style-type: none"> ➤ Teacher utilizes limited formative and self-assessment tools within the online system aligned to instructional outcomes. ➤ Assignments/activities occasionally demonstrate connections to the outcomes or the learner's needs. 	<ul style="list-style-type: none"> ➤ Teacher utilizes formative and self-assessment online tools to determine students' instructional outcome success and academic growth. ➤ Assignments/activities typically demonstrate connections to the outcomes or the learner's needs. 	<ul style="list-style-type: none"> ➤ Teacher utilizes various forms of formative, self-assessment online tools and other data to determine students' instructional outcome success and academic growth. ➤ Assignments/activities consistently demonstrate connections to the outcomes or the learner's needs.
1d: Demonstrating Knowledge of Resources	<ul style="list-style-type: none"> ➤ Teacher demonstrates little to no familiarity with digital resources within the classroom and is unable to utilize this knowledge within the online classroom. ➤ Teacher does not seek to expand his/her basic knowledge regarding digital resources beyond current skill level. 	<ul style="list-style-type: none"> ➤ Teacher demonstrates basic familiarity with digital resources and uses this knowledge minimally within the online classroom. ➤ Teacher occasionally seeks to expand his/her basic knowledge regarding digital resources beyond current skill level. 	<ul style="list-style-type: none"> ➤ Teacher demonstrates familiarity with available digital resources and uses this knowledge regularly within the online classroom. ➤ Teacher uses resource knowledge for self-growth and growth of the students in teaching and learning. 	<ul style="list-style-type: none"> ➤ Teacher utilizes available school and district digital resources, as well as uses external digital resources, available for use inside and outside of the online classroom to support student learning. ➤ Teacher uses resource knowledge for self-growth and growth of the students in teaching and learning and explores multiple ways these resources can be applied to students with diverse backgrounds/needs.

Evidence/Examples	<ul style="list-style-type: none"> ➤ Teacher rarely uses online resources within the classroom and is unable to apply their use. ➤ Teacher does not provide students with online resources. ➤ Teacher uses an online resource, but has no knowledge of its application 	<ul style="list-style-type: none"> ➤ Teacher minimally uses online resources within the classroom environment. ➤ Teacher sporadically provides students with online resources. ➤ Teacher uses an online resource with minimal knowledge of its application. 	<ul style="list-style-type: none"> ➤ Teacher consistently uses online resources within the classroom environment and is knowledgeable about the application, function, and purpose of the resources. ➤ Teacher provides students with organized lists of online resources. ➤ Teacher consistently uses various digital applications/resources effectively for differentiation. 	<ul style="list-style-type: none"> ➤ Teacher consistently utilizes activities that enable students to request and use various online resources to complete tasks within the classroom environment. ➤ Students use online resources that meet their individual learning needs. ➤ Teacher supports student-initiated suggestions that provide one another with online resources and assist in developing resource lists. ➤ Students seek out additional resources and provide others with applications.
1e: Designing Coherent Instruction	<ul style="list-style-type: none"> ➤ Online learning activities and materials are poorly aligned with instructional outcomes. ➤ Online learning activities are not designed to engage students in active intellectual activity and/or have unrealistic time allocations. ➤ Online learning activities and materials do not match the instructional outcomes and are not differentiated for different individual students. ➤ Instructional groups do not support the instructional outcomes and offer no variety when course is not self-paced by design. 	<ul style="list-style-type: none"> ➤ Online learning activities and materials are aligned to instructional outcomes; however, the activities and materials represent a moderate cognitive challenge with an attempt to differentiate for every student. ➤ Online learning activities have a recognizable structure; however, the progression of online activities is uneven or lacks reasonable time allocations. ➤ Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety when the course is not self-paced by design. 	<ul style="list-style-type: none"> ➤ Plans represent the coordination of learning activities and materials aligned to instructional outcomes and suitable to the needs of multiple groups of students by providing opportunities for higher-order cognitive thinking ➤ Online learning activities have structure and reasonable time allocations; activities represent higher-order cognitive activities. ➤ Instructional groups typically support the instructional outcomes, with an effort by the teacher at providing variety when the course is not self-paced by design. 	<ul style="list-style-type: none"> ➤ Plans represent the coordination of learning activities and materials aligned to instructional outcomes, in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in significant higher-order cognitive thinking. ➤ Online learning activities have a clear structure and allow for different pathways according to diverse student needs. ➤ Instructional groups consistently support the instructional outcomes, with an effort by the teacher at providing extensive variety when the course is not self-paced by design. ➤ Students have a variety of ways to demonstrate mastery and are able to progress once mastery is demonstrated.

Evidence/Examples	<ul style="list-style-type: none"> ➤ Online activities used are based solely on provided content, materials, or teacher preference without connection to varying learning modalities and readiness levels. ➤ Teacher assigns students to groups randomly because of convenience. 	<ul style="list-style-type: none"> ➤ Online activities are present, but only occasionally take into account varying learning modalities and readiness levels. ➤ Teacher occasionally generates various student groups based on readiness or interest. 	<ul style="list-style-type: none"> ➤ Teacher includes a variety of online activities for various learning modalities and readiness levels. ➤ Teacher consistently generates various student groups based on readiness or interest. ➤ The teacher reviews lesson plans with principal and/or instructional technology specialist to ensure activities and digital tools accomplish instructional objectives. 	<ul style="list-style-type: none"> ➤ The unit consists of various online learning activities that are adaptive and provide increasingly rigorous challenges for the students based on their readiness, progress, and mastery. ➤ Instruction allows for students to self-determine learning activities or groups based on choice. Students are able to provide justification, and elicit teacher input. ➤ The teacher reviews lesson plans with principal and/or instructional technology specialist and utilizes feedback to continually enhance instructional practices.
1f. Designing Student Assessments	<ul style="list-style-type: none"> ➤ Online assessments are not reflective of relevant learning outcomes. ➤ Online assessments are not planned and/or do not establish standards or expectations. ➤ Formative assessment strategies are not evident. ➤ Assessment data is not used to guide instructional planning. 	<ul style="list-style-type: none"> ➤ Online assessments encompass a few of the relevant learning outcomes. ➤ Online assessments are planned, but lack detail and do not inform students of teacher expectations. ➤ Formative assessments are sporadic and do not effectively inform the teacher of students' understanding. ➤ Assessment data is used to guide instructional planning, but does not account for individualized needs of students. 	<ul style="list-style-type: none"> ➤ Online assessments are well planned and reflective of the desired learning outcomes. ➤ Online assessments are differentiated according to the needs of the class. ➤ Formative assessments are consistently and purposefully integrated into instruction. ➤ Instructional planning and modifications are the result of a data-driven decision-making process that is guided by the outcomes of assessments. 	<ul style="list-style-type: none"> ➤ Online assessments are wholly reflective of the relevant learning outcomes and students are aware of the outcomes. ➤ Students provide input on standards of work and are well-versed regarding teacher expectations. ➤ Teacher and students consistently utilize established formative assessment strategies to measure comprehension. ➤ Assessment data is used to develop individualized online learning plans and instructional modifications. ➤ The online assessment plan is individualized and accounts for the diverse needs of students.

Evidence/Examples	<ul style="list-style-type: none"> ➤ No plans are in place for the teacher to provide a verbal or written description of an assessment. ➤ Even though assessment data may indicate students are struggling to understand course material, plans indicate that the teacher moves on to the next course unit. ➤ Teacher embeds formative assessments into the course content. 	<ul style="list-style-type: none"> ➤ Plans are in place for the teacher to provide a verbal or written description of an assessment, but a well-developed rubric is not provided. ➤ Even though assessment data may indicate students are struggling to understand course material, plans provide minimal online supports/resources for these students. ➤ Teacher occasionally embeds formative assessments into course content. 	<ul style="list-style-type: none"> ➤ Teacher provides a rubric that details critical assignment criteria/expectations and plans to provide feedback based upon the rubric. ➤ When results of a formative assessment indicate re-teaching is necessary, the teacher plans for additional synchronous sessions and/or provides other online resources. ➤ The teacher utilizes polling as a formative assessment during synchronous sessions. ➤ The teacher embeds a short quiz within course content as a formative assessment. 	<ul style="list-style-type: none"> ➤ Teacher utilizes choice boards that allow students to select the type of project they complete, with associated rubrics and feedback mechanisms. ➤ Teacher creates a supportive online environment where students can recognize a need for additional support as a result of formative assessments, and are encouraged to seek out a teacher-created study group/remediation. ➤ Each student has a personal learning plan and debriefs with the teacher about his or her progress regularly.
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Domain 2: Classroom Environment				
Component	Failing	Needs Improvement	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	<ul style="list-style-type: none"> ➤ Teacher does not monitor and/or respond to online discussions and submissions. ➤ Teacher has posted ambiguous information or no information at all regarding online behavior expectations. ➤ Disrespectful interactions between students are disregarded or added to by teacher. ➤ Students rarely ask questions of their teacher and are uncomfortable taking intellectual risks. 	<ul style="list-style-type: none"> ➤ Teacher infrequently monitors and/or responds to online discussions and submissions. ➤ Teacher inconsistently posts and sporadically enforces the established online behavior expectations. ➤ Interactions between teacher and students are occasionally insensitive. ➤ Students infrequently ask questions of their teacher and/or are slightly uncomfortable taking intellectual risks. 	<ul style="list-style-type: none"> ➤ Teacher monitors online discourse closely, anticipating inappropriate divergences and steering the conversation back on task. The students continually model appropriate online interactions. ➤ Teacher posts behavior norms outlining appropriate online interpersonal interaction and responds promptly to online discussions and/or submissions. Student to student relationships also reflect this understanding. ➤ Teachers and students maintain positive and appropriate online relationships/interactions. ➤ Students are actively asking questions of the teacher with an expectation of getting an answer and are comfortable with taking intellectual risks. 	<ul style="list-style-type: none"> ➤ Teacher monitors online discussions and submissions, though student's self-monitoring and appropriate online interactions require little teacher intervention. ➤ Students help to develop the norms of behavior (classroom expectations), outlining appropriate online interpersonal interaction and responding promptly to online discussions and/or submissions. ➤ Interactions between students are self-monitored and supported by teacher; there is no disrespectful behavior among students. ➤ Students are comfortable asking questions and presenting personal opinions in a respectful manner. All students feel valued in the online setting and are comfortable taking intellectual risks.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Teacher continually fails to recognize or respond to a post in which a student has made a derogatory remark to a classmate. ➤ Teacher does not respond to questions or comments posed by students. 	<ul style="list-style-type: none"> ➤ Teacher occasionally fails to adequately address a post in which a student has made a derogatory remark to a classmate. ➤ Teacher's supervision of online discussions is minimal and/or does not assist in advancing conversation/learning. 	<ul style="list-style-type: none"> ➤ Teacher notices postings in which students make derogatory remarks to classmates and personally contacts the offending students to review appropriate norms of behavior. ➤ Teacher recognizes that a student's personal feelings are likely to become the focal point of conversation, and proactively guides the conversation back on task to advance the learning for the entire class. 	<ul style="list-style-type: none"> ➤ Teacher responds, either publicly or privately (as appropriate), to a student's submission and extends positive constructive feedback. ➤ Teacher uses a video device, uploads pictures of her/his facial reaction, or uses emoticons to show non-verbal responses in order to convey the full spectrum of emotions and meaning. ➤ Teacher demonstrates knowledge and caring about individual students' lives beyond the class.

2b: Establishing a Culture for Learning	<ul style="list-style-type: none"> ➤ Online classroom culture is characterized by a lack of teacher or student commitment to learning. ➤ Teacher has a negative attitude and demeanor for digital age resources and content integration. ➤ The teacher does not hold students accountable for understanding their role as learners. ➤ Teacher provides unclear instructional outcomes, activities, assignments, and collaborative interactions for students. 	<ul style="list-style-type: none"> ➤ Online classroom culture is characterized by minimal commitment to learning by the teacher or students. ➤ Teacher conveys minimal enthusiasm for digital age resources and instruction. ➤ The teacher inconsistently holds students accountable for understanding their role as learners and expects some students to expend effort to learn. ➤ Teacher inconsistently provides instructional outcomes, activities, assignments, and collaborative interactions for students. 	<ul style="list-style-type: none"> ➤ Teacher takes initiative to create an online classroom as a place where learning is valued by most; high expectations for learning and hard work are the expectations for most students. ➤ Teacher conveys enthusiasm for digital age resources and instruction and encourages their use. ➤ The teacher holds all students accountable for understanding their role as learners and expects students to consistently expend effort to learn. ➤ Teacher provides instructional outcomes, activities, assignments, and collaborative interactions for students. Online classroom interactions support learning, rigor, hard work, and personal interactions. ➤ Teachers are developing growth mindsets within students. 	<ul style="list-style-type: none"> ➤ Together, the teacher and students create an online classroom as a place where learning is valued by all; high expectations for learning and hard work are the expectations for all students. ➤ Teacher conveys infectious enthusiasm for digital age resources and content, expecting students to hold themselves to high standards. ➤ Students assume responsibility for high quality work by initiating improvements, making revisions, adding details, and/or assisting peers. ➤ The online classroom is a cognitively busy place characterized by a shared belief in the importance of learning. ➤ Students are demonstrating growth mindsets as evidenced through perseverance.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Students have not been given instructions on how to submit assignments. ➤ Teacher fails to provide feedback on returned assignments. 	<ul style="list-style-type: none"> ➤ Teacher utilizes only one technological method to submit assignments. ➤ Teacher provides minimal feedback on returned assignments. 	<ul style="list-style-type: none"> ➤ Teacher models student assignments and connects them to lesson objectives. ➤ Teacher provides feedback (e.g. video, comment sharing, email). The student uses the feedback to move his/her learning forward. ➤ Teacher uses online communication tools to encourage student progress and collaboration. 	<ul style="list-style-type: none"> ➤ Students hold synchronous online meetings to explain concepts or procedures. ➤ Students display class assignments (e.g. blogs) for an authentic audience to obtain feedback and act on this feedback. ➤ Students question each other's answers using comments in discussion forums.

2c: Managing Classroom Procedures	<ul style="list-style-type: none"> ➤ Much online instructional time is lost due to inefficient or ineffective routines, procedures, or expectations. ➤ Little evidence exists to support student knowledge of online classroom routines, procedures, and expectations. ➤ Student support and collaboration with each other are absent. 	<ul style="list-style-type: none"> ➤ Some online instructional time is lost due to inefficient or ineffective routines, procedures, or expectations. ➤ Online classroom routines or procedures function unevenly or are inconsistent over time. ➤ Limited opportunities for student support and collaboration exist. 	<ul style="list-style-type: none"> ➤ Students are productively engaged during online group or independent work and understand online classroom expectations that are clear and established. ➤ Processes are established for students to obtain required materials and supplies. Online content and resources are readily accessible to students in a consistent format. ➤ Opportunities for student support and collaboration exist. ➤ Process for collection of student work and teacher feedback are clearly outlined and followed. 	<ul style="list-style-type: none"> ➤ Student-led online classroom routines and procedures allow for maximum instructional time. ➤ Students enter class and access various online materials with little to no teacher support or intervention. ➤ Students support each other in work groups and collaborate through times of transition or difficulty. ➤ Students submit work without teacher request, meeting deadlines while following defined submission protocols.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Students are rarely or never held accountable for logging in at the expected times. ➤ Students rarely or never contribute to class activities or pull others off task. ➤ Teacher is unable to adapt lessons as technological barriers arise. Alternative activities are not present or have limited or no connection to the content. ➤ Teacher utilizes significant instructional time in clarifying or redefining protocols. ➤ Teacher does not establish or communicate classroom expectations. 	<ul style="list-style-type: none"> ➤ Students are inconsistently held accountable for logging in at the expected time as circumstances arise. ➤ Students seldom contribute to class activities or can be off task. ➤ Teacher is able to adapt in some instances as technological barriers arise. Alternative activities are of lesser rigor but have some connection to the content. ➤ Teacher needs to frequently redirect students to follow established protocols. ➤ Teacher establishes and communicates some classroom expectations. 	<ul style="list-style-type: none"> ➤ Students are regularly held accountable for logging in at the expected times and/or remaining online for a set number of hours. ➤ Students actively contribute on task and on topic to class activities. ➤ Teacher is able to adapt as technological barriers arise. Alternative activities are rigorous and have connection to the content. ➤ Students follow established protocols for use and interaction with limited teacher redirection. ➤ Teacher establishes and communicates classroom expectations. ➤ Clear expectations are provided for synchronous and asynchronous work. 	<ul style="list-style-type: none"> ➤ Students are held accountable for logging in at the expected times and/or remaining online for a set number of hours. Students notify instructor in advance if they are not able to log in at expected times. ➤ Students lead online class activities and encourage participation from others. ➤ Teachers and students establish proactive procedures to be implemented in the event of technological barriers resulting in no disruption to learning. ➤ Teacher redirection is not required. Students are able to self-regulate behavior and protocols.

2d: Managing Student Behavior	<ul style="list-style-type: none"> ➤ There are no established norms of behavior or online etiquette. ➤ Students do not follow established norms of behavior, communication, or etiquette. ➤ Teacher is not monitoring behavior and communications within the online environment. 	<ul style="list-style-type: none"> ➤ Norms of behavior and online etiquette are in place, but are not followed consistently and may be inappropriately expressed by students. ➤ Students inconsistently follow established norms of behavior, communication, or etiquette. ➤ Teacher monitors student behavior, communication, and etiquette inconsistently. The response to student misbehavior is variable. 	<ul style="list-style-type: none"> ➤ Student behavior, communication, and etiquette are consistent with teacher-established norms and monitored by the teacher. ➤ Student behavior in the online environment is mostly appropriate. ➤ Teacher monitors student behavior, communication, and etiquette. Teacher response to student misbehavior is individualized, prompt, appropriate, and effective. 	<ul style="list-style-type: none"> ➤ Students respond appropriately when classmates engage in inappropriate online behaviors and communication as per teacher established expectations. ➤ Student behavior in the online environment is predominantly appropriate and self-regulated. ➤ Teacher is proactive to prevent inappropriate student behavior and communication in the online environment.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Teacher allows inappropriate comments or off-topic postings to remain on discussion board. ➤ Teacher establishes vague expectations and course policies for appropriate etiquette in online communication. ➤ Teacher does not address misbehavior within online communications and/or does not respect students' dignity and privacy. ➤ Students do not demonstrate characteristics of digital citizenship. 	<ul style="list-style-type: none"> ➤ Teacher is responsive to inappropriate posts but does not address off-topic posts. ➤ Teacher establishes some expectations and course policies for appropriate online etiquette. ➤ Teacher attempts to address misbehavior within online communications and/or the attempt to respect students' dignity and privacy is limited. ➤ Students occasionally demonstrate characteristics of digital citizenship. 	<ul style="list-style-type: none"> ➤ Teacher monitors all assigned student posted/authentic online activities and addresses inappropriate or off-topic postings promptly and subtly. ➤ Teacher establishes expectations and course policies for appropriate etiquette in online communication and participation. ➤ Teacher respects students' dignity and privacy. Teacher's response to student misbehavior online is sensitive to individual student needs. Most students' online communication and interaction is respectful. ➤ Students regularly demonstrate characteristics of digital citizenship. 	<ul style="list-style-type: none"> ➤ Together, teacher and students monitor for appropriate online etiquette in communication and participation. ➤ Together, teacher and students establish clear expectation/course policies. ➤ Students' online communication and interaction is respectful. Students respect one another's dignity and privacy. ➤ Students consistently demonstrate good digital citizenship characteristics.

2c: Organizing Virtual Space	<ul style="list-style-type: none"> ➤ Online learning environment is not safe or is structured such that students cannot easily access or navigate course content. ➤ Students have limited or no access to necessary digital tools within the established online learning platform that would provide feedback to the instructor and engage the student in the lesson. ➤ Little to no virtual classroom expectations are posted. 	<ul style="list-style-type: none"> ➤ Online learning environment is safe and structured such that most students are able to access and navigate course content. ➤ Students have access to, and occasionally use, the necessary digital tools within the established online learning platform to provide feedback to the instructor and engage in the lesson. ➤ Some behavioral and virtual classroom expectations are posted. 	<ul style="list-style-type: none"> ➤ Online learning environment is safe and structured such that all students are able to easily access and navigate course content. ➤ Students have access to, and regularly use, the necessary digital tools within the established online learning platform to provide feedback to the instructor and engage in the lesson. ➤ Behavioral and virtual classroom expectations are clearly posted and defined. ➤ Teacher proactively investigates student needs and designs the space to accommodate various learning profiles. 	<ul style="list-style-type: none"> ➤ Online learning environment supports productivity, efficiency, and a safe learning community. ➤ Students utilize appropriate and engaging digital tools within or outside the established online learning platform to elicit the highest levels of learning. ➤ Behavioral and virtual classroom expectations are clearly posted, defined, and executed. ➤ Students are involved in some aspect of the design of the online learning space and are able to maximize the use of digital tools.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Teacher does not utilize resources outside of the established online learning platform. ➤ Teacher's virtual classroom is limited and lacks structure. ➤ Message boards are unorganized and incomplete. No resources posted. ➤ Teacher fails to address student concerns with regards to course accessibility. 	<ul style="list-style-type: none"> ➤ Teacher's use of online resources outside the established online learning platform does not factor in student safety, appropriateness or school approval. ➤ Teacher's virtual classroom contains instructional modules. While most are used at some point during the lesson, the room often feels cluttered or overwhelming. ➤ Teacher posts modifications and other resources on message boards, but placement is haphazard, making items difficult to locate. ➤ Teacher relies on student and parent initiated contacts in order to address problems with course accessibility. 	<ul style="list-style-type: none"> ➤ Teacher may utilize resources outside the established online learning platform and ensures these resources are age appropriate, easy for all students to navigate, and follow school policy. ➤ Teacher's virtual classroom contains current and previous instructional modules. Previous instructional modules are de-emphasized. ➤ Teacher modifications are announced and posted appropriately on message boards. ➤ Students are able to use a variety of response options during online activities. ➤ Teacher regularly checks on students' use of resources and materials in the online course to ensure accessibility. The teacher provides assistance if student is unable to use or access a particular resource. 	<ul style="list-style-type: none"> ➤ Teacher facilitates student-selected resources outside of the established online learning platform and ensures they are safe, school approved, and easy to navigate for all. ➤ Students have a voice in the arrangement of the virtual classroom. Students choose the response options for online activities. ➤ Message boards are created for student contribution and discussion. Students may provide resources to the message boards as well. ➤ Teacher has worked with students in developing effective habits to independently troubleshoot when learning needs are not met or if course accessibility is compromised.

Domain 3: Instruction				
Component	Failing	Needs Improvement	Proficient	Distinguished
3a: Communicating with Students	<ul style="list-style-type: none"> ➤ Teacher fails to explain the lesson's purpose or connect the lesson to the larger curriculum. ➤ Teacher explains content using vocabulary and language incorrectly and/or above or below grade level; content explanations contain major errors. ➤ Teacher's explanations lack procedures or strategies for student use. ➤ Teacher standards for instructor responsiveness and availability are not posted. 	<ul style="list-style-type: none"> ➤ Teacher attempts to explain the lesson's purpose with minimal success. ➤ Teacher explains content using vocabulary and language inconsistently and/or above or below grade level; content explanations contain minor errors. ➤ Teacher's explanations of procedures are unclear or incomplete preventing students from successfully completing the learning task. ➤ Teacher's standards for instructor responsiveness and availability are unclear. 	<ul style="list-style-type: none"> ➤ Teacher clearly states the lesson's purpose and uses vocabulary and language appropriately and accurately. ➤ Teacher explains content using appropriate vocabulary and language consistently; content explanations are thorough, accurate, complete and on grade level. ➤ Teacher's explanations are clear and emphasize procedures that support successfully completing the learning task. ➤ Teacher posts clear standards for instructor responsiveness and availability. 	<ul style="list-style-type: none"> ➤ Teacher creates a learning environment where the lesson's purpose is clearly known by students as demonstrated through extending and connecting the lesson to the larger curriculum. ➤ Students demonstrate knowledge of content by using appropriate vocabulary and language consistently with peers in both oral and written forms; content explanations are thorough, accurate, and complete. ➤ Teacher acts proactively, bringing attention to possible areas of student misconceptions.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Teacher fails to use content language and/or uses the language incorrectly. ➤ Students use online space (discussion, blogs, etc.) to communicate inability to follow lesson instead of communicating directly with the teacher. 	<ul style="list-style-type: none"> ➤ Content is posted but there is no communication and/or alignment of learning objectives. ➤ Teacher-created content is of low quality and difficult for students to view and understand. ➤ Teacher inconsistently and/or rarely responds to students' posts on discussion boards. ➤ Teacher minimally uses content language throughout the lesson. ➤ Directions for submitting assignments are unclear. 	<ul style="list-style-type: none"> ➤ Teacher directions and procedures are delivered using a variety of digital tools necessary to access content. ➤ Synchronous instruction and/or videos are accompanied by written lesson objectives and outcomes. ➤ During one-on-one contacts, the teacher and student share progress and concerns around student learning. ➤ Students demonstrate understanding of teacher expectations by engaging with the learning task presented. 	<ul style="list-style-type: none"> ➤ Students collaborate with each other using digital tools to share strategies that lead to deeper content understanding with minimal teacher intervention. ➤ Students hold synchronous online meetings to review and explain procedures. ➤ Students use digital tools to collect and share resources that make authentic connections. ➤ Teacher and students use digital tools to communicate evidence of learning.

3b: Using Questioning and Discussion Techniques	<ul style="list-style-type: none"> ➤ Teacher questions are of low cognitive challenge with single correct responses, eliciting limited participation and dialogue. ➤ Teacher dominates the online conversation with little/no content-rich discussions. ➤ Teacher's online classroom does not foster student participation; discussion, communication, and questioning are limited. 	<ul style="list-style-type: none"> ➤ Teacher occasionally uses effective questioning techniques, eliciting some participation and dialogue. ➤ Teacher provides minimal opportunities that promote content-rich discussions. ➤ Teacher occasionally creates an environment to support online participation; discussion, communication, and questioning are sporadic. 	<ul style="list-style-type: none"> ➤ Teacher uses effective questioning techniques and dialogue, eliciting participation and dialogue. ➤ Teacher engages all learners in content-rich discussions. ➤ Teacher creates an environment to support online participation; discussion, communication, and questioning are effectively utilized. 	<ul style="list-style-type: none"> ➤ Teacher uses proven and effective questioning techniques that encourage higher order thinking and dialogue. ➤ Teacher engages all learners in the discussion and steps aside when appropriate, allowing students to control the discussion. ➤ Students formulate questions/responses and assume a shared responsibility for ensuring all participants are actively in the discussion and mastering content.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Questions and/or discussion prompts are closed-ended, with a single correct answer and do not invite thinking. ➤ Students are not provided ample wait time to respond to questions. 	<ul style="list-style-type: none"> ➤ Teacher frames a few open-ended questions designed to promote student thinking, but most questions are closed-ended. ➤ Students are asked to respond to questions in a synchronous environment without enough wait time to consider answers. ➤ A few students dominate the discussion in a synchronous and/or asynchronous environment. 	<ul style="list-style-type: none"> ➤ Teacher uses open-ended questions, inviting students to think and/or encourage multiple possible answers. ➤ Teacher provides ample wait time to respond to questions in a synchronous environment to promote deeper thinking. ➤ Teachers create a discussion group assignment that requires students to meet synchronously and be actively involved by posting comments and responding to others. ➤ Teacher models discussion procedures such as thinking strategies, developing questions, or constructing responses. 	<ul style="list-style-type: none"> ➤ Students contribute to the online discussion by initiating higher order questions. ➤ Students extend the discussion and invite comments from classmates to challenge one another's thinking. ➤ Students independently facilitate discussion groups in response to an assignment.

3c: Engaging Students in Learning	<ul style="list-style-type: none"> ➤ Teacher fails to encourage and/or provide opportunities for active cognitive engagement. ➤ Teacher creates online learning tasks that do not encourage higher-level learning and/or thinking. ➤ Teacher does not provide flexible grouping for students to meet learning targets. ➤ Pacing of the lesson offers no structure, flexibility, individualization, or student choice. ➤ Teacher selects materials and resources that do not align with learning targets. 	<ul style="list-style-type: none"> ➤ Teacher inconsistently encourages and provides opportunities for active cognitive engagement. ➤ Teacher creates online learning tasks to encourage some higher-level learning; little observable evidence of student thinking is required. ➤ Teacher inconsistently utilizes flexible grouping to enable students to meet learning targets. ➤ Pacing of the lesson offers limited structure, flexibility, individualization, and/or provides limited opportunities for student choice while maintaining lesson goals. ➤ Teacher inconsistently selects materials and resources that align with learning targets. 	<ul style="list-style-type: none"> ➤ Teacher encourages and provides opportunities for active cognitive engagement. ➤ Teacher creates online learning tasks to encourage higher level learning, providing observable evidence of student thinking. ➤ Teacher provides flexible grouping for students enabling them to meet learning targets. ➤ Pacing and structure of the lesson is flexible, individualized, and provides opportunities for student choice while maintaining lesson goals. ➤ Teacher consistently selects materials and resources that align with learning targets. 	<ul style="list-style-type: none"> ➤ Teacher provides opportunities for students to make personal connections with the content for active cognitive engagement. ➤ Teacher creates an online learning environment in which students initiate connections to content and encourage peers, providing evidence of higher-level learning. ➤ Students flexibly group themselves enabling them to meet learning targets by using a variety of digital tools. ➤ Pacing and structure of the lesson is flexible, individualized, and provides opportunities for student initiative while maintaining lesson goals. ➤ Teacher consistently selects materials and resources that align with learning targets. Students expand on the teacher's materials, resources, and digital tools to demonstrate learning.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Students are not required to engage with peers and teachers through the use of discussion boards, projects, and/or synchronous collaboration. ➤ Teacher does not require students to maximize digital representations in response to a written text (audio, visual, video, etc.) that aligns with learning targets. ➤ Opportunities for student self-reflection are not built within the lessons. ➤ Teacher is not responsive to students' needs for pacing using formative assessments. 	<ul style="list-style-type: none"> ➤ Students are inconsistently required to engage with peers and teachers through the use of discussion boards, projects, and/or synchronous collaboration. ➤ Teacher does not consistently require students to maximize digital representations in response to a written text (audio, visual, video, etc.) that aligns with learning targets. ➤ Few opportunities for student self-reflection are built within the lessons. ➤ Teacher is occasionally responsive to students' needs for pacing using formative assessments. 	<ul style="list-style-type: none"> ➤ Students are required to engage with peers and teachers through the use of discussion boards, projects, and/or synchronous collaboration. ➤ Students choose digital representations that are in response to a written text (audio, visual, video, etc.) that best aligns with learning targets. ➤ Opportunities for student self-reflection are built within the lessons. ➤ Teacher is responsive to students' needs for pacing using formative assessments. 	<ul style="list-style-type: none"> ➤ Students extend and self-initiate their learning with peers and teachers through the use of discussion boards, projects, and/or synchronous collaboration. ➤ Students create digital representations that are in response to a written text (audio, visual, video, etc.) that best aligns with learning targets. ➤ Students utilize self-reflection and incorporate the results to further their learning. ➤ Students can pace their own learning and go beyond the requirements of the lesson.

3d: Using Assessment in Instruction	<ul style="list-style-type: none"> ➤ Students are unclear regarding the success criteria associated with how their learning will be assessed in an online environment. ➤ Teacher feedback is not provided. ➤ All assessments are at the lower end of the Depth of Knowledge (DOK) levels. ➤ Students do not use peer and self-assessments to monitor progress toward learning targets. ➤ Teacher does not monitor the progress of student learning. 	<ul style="list-style-type: none"> ➤ Students have some understanding of the success criteria associated with how their learning will be assessed in an online environment. ➤ Teacher feedback is delayed, inconsistent and/or does not address improvements in learning targets. ➤ Most assessments are at the lower end of the Depth of Knowledge (DOK) levels ➤ Students make limited use of peer and self-assessments to monitor progress toward learning targets. ➤ Teacher utilizes digital tools to monitor the progress of student learning without the consideration of group or individual student needs. 	<ul style="list-style-type: none"> ➤ Students have a clear understanding of the success criteria associated with how their learning will be assessed in an online environment. ➤ Teacher feedback is timely, specific and provided prior to advancing additional learning targets. ➤ Authentic or application-based assessments that stimulate higher Depth of Knowledge (DOK) levels are created by the teacher using multiple digital tools. ➤ Students use peer and self-assessments to monitor progress toward learning targets. ➤ Teacher utilizes multiple digital tools to monitor the progress of student learning with some diagnostic data as guidance. 	<ul style="list-style-type: none"> ➤ Students have a clear understanding of the success criteria associated with how their learning will be assessed in an online environment and have co-constructed the criteria with the teacher. ➤ Students utilize detailed teacher and peer feedback to meet and/or exceed learning targets. ➤ Authentic or application-based assessments that stimulate higher Depth of Knowledge (DOK) levels are co-created by the teacher and students using multiple digital tools. ➤ Students use peer and self-assessments to monitor progress toward learning targets and proactively access digital resources to move their learning forward. ➤ Teacher utilizes multiple digital tools to monitor the progress of individual student learning using substantive diagnostic data as guidance.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Teacher does not develop written assessments or rubrics. ➤ Teacher consistently fails to provide feedback to students. 	<ul style="list-style-type: none"> ➤ Teacher develops a written assessment but does not include a rubric. ➤ Teacher writes feedback that only says "good job" without providing the specifics as to what constitutes a "good job." 	<ul style="list-style-type: none"> ➤ Teacher provides accompanying assessment criteria with an assignment that details the tasks, objectives, and rubrics. ➤ Teacher feedback is provided on points lost and areas for improvement prior to beginning the next unit. ➤ The teacher, working with students, models the development of assignments and assessments and their enhancement possibilities using digital tools. 	<ul style="list-style-type: none"> ➤ Students develop and maintain an online portfolio of work aligned to assessment criteria provided by the teacher and/or co-constructed with students. ➤ Teacher feedback is provided on points lost and areas for improvement. Opportunities are provided for resubmission prior to beginning the next unit. ➤ Teacher develops a digital badging system as a way to assess student skills and achievements. ➤ The teacher allows students to select from multiple delivery options within an assignment.

3e: Demonstrating Flexibility and Responsiveness	<ul style="list-style-type: none"> ➤ Teacher creates an online lesson design that does not adjust to learner needs. ➤ Teacher fails to have a repertoire of strategies and online tools that address student questions. ➤ Teacher does not use multiple means of representation and digital tools to ensure all students persist in the learning and remain engaged throughout the learning process. 	<ul style="list-style-type: none"> ➤ Teacher inconsistently creates an online lesson design and/or does not make adjustments to the instructional design to meet learner needs. ➤ Teacher repertoire of strategies and online tools limits the response to student questions. ➤ Teacher makes limited use of multiple means of representation and digital tools to ensure all students persist in the learning and remain engaged throughout the learning process. 	<ul style="list-style-type: none"> ➤ Teacher creates an online lesson design that promotes the progress of all learners, making adequate adjustments to instruction. ➤ Teacher has a strong repertoire of strategies and online tools to provide responses to student questions. ➤ Teacher uses multiple means of representation and digital tools to ensure all students persist in the learning and remain engaged throughout the learning process. 	<ul style="list-style-type: none"> ➤ Teacher creates an online lesson design that promotes the successful progress of all learners, making seamless adjustments to instruction. ➤ Teacher has a strong repertoire of strategies and online tools to capitalize on student questions and interests. ➤ Teacher uses multiple means of representation, expression, and engagement to persist by pulling from an extensive knowledge base of digital tools throughout the learning process.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Teacher is unable to make a smooth transition from a malfunctioning synchronous online tool resulting in little or no lesson success. ➤ Teacher does not respond to learner needs. ➤ Teacher does not seek out multiple digital tools aligned to student needs to help them to persist through learning targets. 	<ul style="list-style-type: none"> ➤ Teacher utilizes extensive instructional time to transition from a malfunctioning synchronous online tool to another online tool. ➤ Teacher has a limited response to learner needs. ➤ Teacher sporadically seeks out multiple digital tools aligned to student needs to help them to persist through learning targets. 	<ul style="list-style-type: none"> ➤ Teacher smoothly transitions from a malfunctioning synchronous online tool to another online tool to ensure lesson success. ➤ Teacher responds consistently, timely, and effectively to meet learner needs. ➤ Teacher seeks out multiple digital tools aligned to student needs to help them to persist through learning targets. 	<ul style="list-style-type: none"> ➤ Teacher smoothly transitions from a malfunctioning synchronous online tool to another online tool to ensure lesson success making major adjustments to the lesson if necessary. ➤ Teacher responds consistently, timely, and effectively to meet learner needs building on student interests. ➤ Students persist by seeking out digital tools to problem-solve issues that ensure learning targets are met regardless of technical difficulties.

Domain 4: Professional Responsibilities				
Component	Failing	Needs Improvement	Proficient	Distinguished
4a: Reflecting on Teaching	<ul style="list-style-type: none"> ➤ Teacher does not engage with others and/or does not seek online resources to help evaluate lesson effectiveness and future lesson instructional design. ➤ Teacher does not draw on a repertoire of skills. ➤ Teacher does not apply knowledge gained from reflection to proactive plan for future instruction. 	<ul style="list-style-type: none"> ➤ Teacher sporadically engages with others and/or occasionally seeks online resources to help evaluate lesson effectiveness and future lesson instructional design. ➤ Teacher may draw on a repertoire of skills. ➤ Teacher sporadically applies knowledge gained from reflection to proactive plan for future instruction. 	<ul style="list-style-type: none"> ➤ Teacher regularly engages with others and seeks online resources to help evaluate lesson effectiveness and future lesson instructional design. ➤ Teacher draws on an extensive repertoire of skills. ➤ Teacher applies knowledge gained from reflection to proactive plan for future instruction. ➤ Teacher reflects on lesson effectiveness, including the use of online tools, to proactively plan for future instruction. 	<ul style="list-style-type: none"> ➤ Teacher consistently engages with others and seeks online resources to help evaluate lesson effectiveness and future lesson instructional design. ➤ Teacher draws on an extensive repertoire of skills by supplementing lesson/course content with additional instructional resources and cues that assist in the students' construction of meaning and overall comprehension. ➤ Teacher consistently reflects on lesson effectiveness, including the use of online tools, to proactively plan for future instruction.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Teacher lacks awareness that a lesson was unsuccessful. ➤ Teacher chooses to ignore struggling students. 	<ul style="list-style-type: none"> ➤ Teacher identifies a lesson as being unsuccessful, but has no immediate plan on adjustments for the future. ➤ Teacher attributes student struggle to attention spans instead of instruction. ➤ Teacher has suggestions for changes that could be made to the course, but has no evidence to back it up. 	<ul style="list-style-type: none"> ➤ Teacher shares an unsuccessful lesson with their online professional learning community and seeks feedback regarding how to make adjustments for future use. ➤ Teacher can provide evidence on why students struggled with a skill. ➤ Teacher reflects on the successes and challenges of a lesson and keeps records of changes that should be made to the course or areas where supplemental instruction is needed. ➤ Teacher revises questions to drive critical thinking. 	<ul style="list-style-type: none"> ➤ Teacher dedicates prep time once per week for colleague lesson discussion and/or online tool research for use in future instructional design. ➤ Teacher surveys students to receive feedback regarding why students struggled and uses this feedback for future planning and assessments. ➤ Teacher receives student feedback and makes necessary changes to course, supplements content and online delivery tools/platforms, and bolsters course content to foster a more enriched, differentiated learning experience.

4b: Maintaining Accurate Records	<ul style="list-style-type: none"> ➤ Teacher's method for maintaining online student records of learning and progress are nonexistent or unavailable. ➤ Teacher's online records are disorderly, confusing, and/or contain errors. 	<ul style="list-style-type: none"> ➤ Teacher's methods are ineffective for maintaining accurate instructional and non-instructional online records. ➤ Teacher's online records contain some errors and are sometimes confusing. 	<ul style="list-style-type: none"> ➤ Teacher's method of maintaining instructional and non-instructional online student records is effective and accurate. ➤ Teacher establishes a safe environment that encourages students and parents to frequently check instructional and non-instructional online records. 	<ul style="list-style-type: none"> ➤ Teacher's method of maintaining instructional and non-instructional student online records is exemplary and rarely contains errors. ➤ Teacher establishes a safe environment that requires students and parents to review and analyze instructional and non-instructional online records to develop self-monitoring skills.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Use of technology to document online instructional and non-instructional activities is non-existent. ➤ Records are never or rarely updated. ➤ Support personnel cannot obtain accurate information and must directly question the teacher. 	<ul style="list-style-type: none"> ➤ Technology used is outdated and/or does not provide sufficient documentation of online instructional and non-instructional activities. ➤ Records are infrequently updated. ➤ Teachers do not update information within the required online grading system. 	<ul style="list-style-type: none"> ➤ Teacher ensures student grades are promptly recorded and updated within the appropriate online systems. ➤ Within the online grading system, students are able to check on missing assignments and non-instructional items such as attendance and online participation. ➤ Teacher conferences or communicates with students frequently regarding instructional and non-instructional records. 	<ul style="list-style-type: none"> ➤ Teacher requires students to maintain an online portfolio of work that demonstrates progress toward their personal learning plans and illustrates competency in the use of various online tools. ➤ Teacher conferences or communicates with students regarding student-initiated questions and analysis of instructional and non-instructional records.
4c: Communicating with Families	<ul style="list-style-type: none"> ➤ Teacher communication with families regarding the instructional program and/or individual students is sporadic or non-existent. ➤ Teacher communication is frequently insensitive and/or lacks cultural awareness. ➤ Teacher does not engage families in the instructional program. 	<ul style="list-style-type: none"> ➤ Teacher makes a few attempts to communicate with families about the instructional program or the progress of individual students. ➤ Teacher communication is occasionally insensitive and/or lacks cultural awareness. ➤ Teacher makes little effort to engage families in the instructional program. 	<ul style="list-style-type: none"> ➤ Teacher's communication with families occurs often and is meaningful. It provides information about the instructional program and student progress. ➤ Information is conveyed to families in a culturally appropriate manner using different modes of communication. ➤ Teacher attempts to engage families in the instructional program, online experience, school culture, and class concerns. 	<ul style="list-style-type: none"> ➤ Teacher's communication with families is frequent and meaningful using multiple technological modalities and incorporates student input. ➤ Response to family concerns is handled with timeliness, professionalism and acknowledging cultural differences. ➤ Teacher successfully engages families in the instructional program, online experience, school culture, and class concerns.

Evidence/Examples	<ul style="list-style-type: none"> ➤ Teacher does not contact families regarding student progress or class information. ➤ Teacher does not inform students or families of site-based activities such as school dances, club meetings, sporting events, etc. ➤ Teacher does not inform students or families regarding state and local requirements (e.g. PSSA, health screenings, etc.). ➤ Teacher does not respond to student and family concerns. 	<ul style="list-style-type: none"> ➤ Teacher does not regularly contact families regarding student progress or class information. ➤ Teacher does not regularly inform students or families regarding site-based activities such as school dances, club meetings, sporting events, etc. ➤ Teacher does not regularly inform students or families regarding state and local requirements (e.g. PSSA, health screenings, etc.). ➤ Teacher is unaware of cultural needs of families, including knowledge of holidays and language barriers, when communicating with families. 	<ul style="list-style-type: none"> ➤ Teacher regularly contacts families regarding student progress or class information. ➤ Teacher makes efforts to inform students and families regarding site-based activities such as school dances, club meetings, sporting events, etc. ➤ Teacher makes efforts to inform students and families regarding state and local requirements (e.g. PSSA, health screenings, etc.). ➤ Teacher is aware of cultural holidays and language barriers when communicating and responding to families. 	<ul style="list-style-type: none"> ➤ Students correspond with their families regarding progress or class information. ➤ Teacher makes consistent and frequent efforts to inform students regarding site-based activities such as school dances, club meetings, sporting events, etc. using multiple technological modalities (e.g. email, announcements /messaging, face to face, online chats, or phone calls). ➤ Teacher makes consistent and frequent efforts to inform students and families regarding state and local requirements (e.g. PSSA, health screenings, etc.). ➤ Teacher is aware of cultural holidays and language barriers when communicating and responding to families and consistently makes adjustments as appropriate.
4d: Participating in the Professional Community	<ul style="list-style-type: none"> ➤ Teacher functions in isolation, avoiding interaction with colleagues. ➤ Teacher interaction with colleagues inhibits relationships and prevents information sharing. ➤ Teacher declines or circumvents opportunities to engage in the school culture including school and district-wide events. 	<ul style="list-style-type: none"> ➤ Teacher has a few positive relationships with colleagues, but is only willing to share professional knowledge and resources with others when asked. ➤ Teacher participates in online professional learning communities only as required. ➤ Teacher is agreeable to participate only in a few school and district-wide events. 	<ul style="list-style-type: none"> ➤ Teacher fosters collaboration among colleagues, exchanging professional knowledge and experiences. ➤ Teacher is actively engaged in the school culture and seeks out opportunities to be involved in school and district-wide initiatives and events. ➤ Teacher exhibits initiative in seeking out additional online professional development opportunities and involvement in professional learning communities. 	<ul style="list-style-type: none"> ➤ Teacher facilitates opportunities for collaboration and information sharing among colleagues. ➤ Teacher exhibits leadership qualities, modeling exceptional colleague-to-colleague interaction and involvement in the school culture. ➤ Teacher organizes or leads school or district-wide events that embody the school culture and promotes the engagement of the school community.

Evidence/Examples	<ul style="list-style-type: none"> ➤ Teacher does not contribute to the virtual professional learning communities. ➤ Teacher does not attend an online or site-based meeting of all his or her grade level. ➤ Teacher turns down opportunities to participate in online study groups for a specific subject area/grade level. 	<ul style="list-style-type: none"> ➤ Teacher contributes only the required number of resources requested to the virtual professional learning community for his or her grade level. ➤ Teacher, at minimum, takes his or her turn facilitating a homework help group. ➤ Teacher attends the open house but does not volunteer to help with its organization. 	<ul style="list-style-type: none"> ➤ Teacher regularly contributes resources (beyond the requirements) to the virtual professional learning community for his or her grade level. ➤ Teacher serves as an advisor for a school club that engages online students and facilitates face-to-face opportunities for interaction where appropriate. ➤ Teacher regularly alerts colleagues of useful online tools and resources that he or she found. ➤ Teacher volunteers to help a new teacher learn about the school culture and professional opportunities available. 	<ul style="list-style-type: none"> ➤ Teacher volunteers to create and lead a virtual professional learning community dedicated to the sharing of online resources and their applicability to existing tools and content. ➤ Teacher leads the meeting of all subject matter/grade level teachers, encouraging communication and developing an agenda to keep conversation moving. ➤ Teacher takes a lead role in facilitating the involvement of online students in the district's site-based field day activities.
4e: Growing and Developing Professionally	<ul style="list-style-type: none"> ➤ Teacher does not partake in professional development offered. ➤ Feedback is resisted and the teacher finds fault with the suggested improvements for course design and delivery. 	<ul style="list-style-type: none"> ➤ Teacher attends professional development opportunities when required; however, materials and learning are not shared with peers. ➤ Teacher considers suggestions and feedback from peers and administrators. 	<ul style="list-style-type: none"> ➤ Teacher actively looks for professional development opportunities to enhance content knowledge. ➤ Teacher seeks feedback from peers and administrators to adjust and refine course delivery. ➤ Teacher utilizes memberships in national and state organizations to actively participate in professional learning networks to increase both content knowledge and pedagogical skills. 	<ul style="list-style-type: none"> ➤ Teacher requests to attend and applies to present at both state and national conferences. ➤ Teacher provides opportunities for students to share feedback on course design, content, and tools used. ➤ Teacher continuously seeks feedback from peers and administrators to adjust and refine course delivery. ➤ Teacher models active participation in a professional learning networks and shares the connections made.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Teacher is directed to attend a conference, but refuses. ➤ Teacher does not display behaviors of a lifelong learner and does not share knowledge or materials with peers. 	<ul style="list-style-type: none"> ➤ Teacher needs encouragement to attend a conference or participate in a professional learning network. ➤ Teacher listens to feedback and makes limited changes to teaching practice. 	<ul style="list-style-type: none"> ➤ Teacher regularly attends conferences, researches topics applicable to his/her profession, and shares information gained within a peer group. ➤ Teacher attends and participates in webinars on topics of interest. 	<ul style="list-style-type: none"> ➤ Teacher presents at a state or national conference. ➤ Teacher encourages students to develop a survey tool to receive feedback on course design. ➤ Teacher and learners create and regularly publish to a blog or a discussion group.

4f. Showing Professionalism	<ul style="list-style-type: none"> ➤ Teacher displays unethical behaviors in the online classroom, school, or public setting. ➤ Teacher does not follow established school regulations. ➤ Teacher lacks rapport with students and an awareness of their needs, resulting in a failure to document critical issues. 	<ul style="list-style-type: none"> ➤ Teacher inconsistently works with parents, students, and school personnel when prompted. ➤ Teacher makes decisions and recommendations with limited professional knowledge. ➤ Teacher minimally complies with and understands district/school regulations. 	<ul style="list-style-type: none"> ➤ Teacher consistently demonstrates integrity and ethical behavior when working with all stakeholders. ➤ Teacher actively works with students, parents, and school personnel in developing and maintaining high standards of online learning. ➤ Teacher demonstrates professionalism and professional knowledge through his or her decision-making process. ➤ Teacher maintains full compliance with district/school regulations. 	<ul style="list-style-type: none"> ➤ Teacher continually works with students, parents, and school personnel in developing and maintaining high standards of online learning. ➤ Teacher works to change negative attitudes or practices so all students, even the traditionally underserved, are honored in the school. ➤ Teacher brings his or her best practices and knowledge to decision-making to ensure the highest professional standards. ➤ Teacher maintains the highest level of compliance with district/school policies.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Teacher fails to notice when a student has not logged on for several days. ➤ Teacher does not hold a private synchronous session with students because it is too much work. ➤ The teacher does not collect and save student work as required by school/district policies. 	<ul style="list-style-type: none"> ➤ Teacher inconsistently notices when a student has not logged on for several days. ➤ Teacher arranges time for private synchronous sessions with students to discuss progress and/or concerns only when prompted by an administrator. ➤ Teacher occasionally collects and saves student work, as required by school/district policies. 	<ul style="list-style-type: none"> ➤ Teacher address issues of students not logging on for several days. ➤ Teacher helps a student acquire a new computer from the school when it is in need of replacement. ➤ Teacher notices that a student's tone in the discussion board has changed so he/she checks in with the student. ➤ Teacher collects and saves student work as required by school/district policies. 	<ul style="list-style-type: none"> ➤ Teacher has developed and implemented policies and procedures to proactively address issues with students not logging on. ➤ Teacher welcomes a new teacher, walking him or her through some successful strategies he or she has used. ➤ A student emails the teacher in confidence about some problems at home, so the teacher documents the issue and gets the student appropriate help and access to needed resources.

Appendix C

Evaluation Report Tracker

EVALUATION REPORT

MULTIPLE MEASURE SUMMARY PROGRESSION TRACKING SHEET

Use this Evaluation Report from the beginning to the end of the school year, to track the dates your evaluations are conducted and the scores you receive for each one. Evaluations you receive throughout the school year in order to predict your End-of-Year Effectiveness Rating. Fields only need to be completed IF applicable.

TENURED or TPE No. OF FORMAL OBS: _____

TEACHER or NTPE

SY: _____

GRADE (if applicable): _____

ROLE: _____

PGS STATUS: _____

OBSERVATION:

Professional Development Plan (PDP) submission date: _____

FORMAL OBSERVATION DATE(S)

Fall Pre-Conf.:

Observation:

Fall Post-Conf.:

Spring Pre-Conf.:

Observation:

Spring Pre-Conf.

Fall Score:

Spring Score:

Average Score: _____

SLO (ELECTIVE RATING):

Eligible: **YES** or **NO** If yes, **YEAR -LONG** or **SEMESTER-LONG**

Fraction/% of Student Who Met their Growth Target: _____

SLO Score: _____

PVAAS (TEACHER SPECIFIC RATING):

Did you teach a PSSA or Keystone tested grade level? **YES*** or **NO**

*If YES, you will participate in Roster Verification. *NOTE: You must have 3 consecutive years of PVAAS data to be eligible for a PVAAS evaluation score to be included in your overall effectiveness rating.*

PVAAS Score: _____

SPP (Building Level) Score: _____

Overall Score: _____ **Effectiveness Rating** _____

Appendix D

In-Depth Look: PGS Status and Implications

Peer Assistance Review (PAR)
Formal Observation (FO)
Professional Development Plan (PDP)
Performance Improvement Plan (PIP)

Overview of Professional Growth System

The Professional Growth System (PGS) is a collaborative effort between the School District of Philadelphia and the Philadelphia Federation of Teachers designed to improve instruction at all schools. PGS is an aligned system that sets clear expectations for teachers and administrators, defines standards of practice, creates transparency, provides data on teacher performance and focuses on teacher support and improvement. PGS aligns teaching standards, professional development, observation tools and evaluation tools.

PGS is made up of two components: The Peer Assistance and Review (PAR) Program and the Formal Observation Cycle (FO Cycle).

Key

FO = Formal Observation Year

PDP = Professional Development Plan (PDP) Year

Years	4	5	6	7	8	9	10	11	12	13	14
Type	PDP	PDP	FO	PDP	PDP	FO	PDP	PDP	FO	PDP	PDP

Years	15	16	17	18	19	20	21	22	23	24	25
Type	FO	PDP	PDP	FO	PDP	PDP	FO	PDP	PDP	FO	PDP

Years	26	27	28	29	30	31	32	33	34	35	36
Type	PDP	FO	PDP	PDP	FO	PDP	PDP	FO	PDP	PDP	FO

Years	37	38	39	40
Type	PDP	PDP	FO	PDP

The following timeframe may be used for the development and monitoring of the PDP:

- June-October: PDP collaborative meeting *no later than October 20th*
- Mid-year review meeting *no later than January 15th*
- End of the year review meeting *no later than May 15th*

To summarize, it is imperative that developed goals on the PDP are:

- **Specific**, with outcome that show progress over time
- **Measurable**
- **Attainable** within the PDP cycle
- **Relevant** to the school data and approved Action Plan
- **Timely**, so that progress can be assessed during the appropriate review dates

Peer Assistance and Review (PAR)

PAR is mandatory for all new teachers. New teachers are teachers in their first year of employment with the School District who are not tenured in Pennsylvania. PAR is also mandatory for tenured teachers who have been rated unsatisfactory in the previous school year.

A tenured teacher who believes that his/her teaching competence will benefit from PAR can request participation. Principals may also request that tenured teachers who are in their PDP years participate in PAR as part of Special Observation Status (SOS).

Formal Observation Cycle (FO Cycle)

During years 2 and 3, non-tenured teachers are classified by the PA Department of Education as Temporary Professional Employees (TPE) and are rated on a biannual basis (Sept-Jan and Feb-June). TPEs are formally observed at least once during each rating period.

Tenured teachers enter into the formal observation cycle. Tenured teachers rated satisfactory will be formally observed every third year instead of yearly as determined by system seniority (Formal observations in years 6, 9, 12, 15, 18, 21...). In years when the teacher is not formally observed, they will create a Professional Development Plan (PDP in years 4, 5, 7, 8, 10, 11, 13, 14, 16, 17, 19, 20...).

PAR Panel

The PAR Program is led by a Panel comprised of eight (8) members, four (4) of whom are selected by the Federation and four (4) of whom are selected by the School District. The Chair of the Panel alternates annually between the Superintendent and/or CEO and the President of the Federation, or their designees.

The Panel is divided into PAR Pairs consisting of one (1) Federation appointed member and one (1) District appointed member. Consulting Teachers (CTs) provide job-embedded support for teachers in PAR. PAR Pairs meet regularly with Consulting Teachers to review their work and the progress of teachers assigned to them. The Panel makes all discretionary decisions regarding the PGS, including:

- determining eligibility for the PAR Program;
- monitoring the overall progress of teachers participating in PAR;
- making Performance Improvement Plans (PIP).

Performance Improvement Plan (PIP)

A PIP is an individualized support plan that is developed in collaboration with a principal and a teacher to address areas of concern related to the contributing factors of a teacher's Multiple Measures Summary (MMS). The MMS includes all of the factors used to calculate an educator's rating.

For whom is a PIP designed?

Act 82 states that teachers rated as Needs Improvement or Failing are required to participate in a PIP. Decisions about PIP status are based on a teacher's Effectiveness Rating.

What are the requirements of a PIP?

- Designed with the teacher's input
- Addresses the areas of concern
- Makes recommendations for specific professional development identifies the types of data (evidence) that will be collected to determine improvement
- Provides an observation and support schedule
- Explains how intensive supervision will be provided

Can a person refuse the support of a PIP?

If a teacher meets the requirements (Failing or Needs Improvement Effectiveness Rating) they cannot refuse.

Who manages the design and implementation of the PIP?

Teachers who receive a PIP may be assigned a Teacher Coach. The coach (if applicable), principal and teacher will write the plan in collaboration. The coach and/or principal will also provide individualized support, create action steps, set measurable goals and work with the teacher to build and enhance skills. The principal will continue to monitor progress through regular informal observations.

For how long is the PIP implemented?

A PIP is implemented for one rating period. For TPEs this is equivalent to 5 months. For Professional Employees, this is equivalent to 10 months.

What are the observation requirements for a teacher on a PIP?

The teacher's rating officer completes the amount of formal observations necessitated by that teacher's PGS status.

What if a teacher is in their PDP year and they meet the requirements for a PIP?

The PIP replaces the Professional Development Plan. The teacher is treated as a satisfactory teacher in his/her formal observation year. The teacher will receive two formal observations within the 10-month rating period (one formal observation in the fall and one in the spring at the conclusion of the PIP.)

What if someone is rated Unsatisfactory?

Teachers who are rated unsatisfactory will still remain in the PAR program. Their Consulting Teacher will work with them on a Performance Improvement Plan.

If you have any questions, please contact professionaldevelopment@philasd.org.

Appendix E

Nurse Observation Rubric and Evidence

Domain 1: Planning and Preparation

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
1b: Demonstrating Knowledge of Students/ Demonstrating Knowledge of Individual Health Needs	The CSN demonstrates limited understanding of individual health needs.	The CSN demonstrates basic understanding of individual health needs.	The CSN demonstrates adequate understanding of individual health needs.	The CSN demonstrates extensive understanding of individual health needs.
<i>Evidence/Examples</i>	<i>The CSN does not access student's demographic data and health history to aid in physical assessment.</i>	<i>The CSN utilizes available student data occasionally to aid in performing a physical assessment of the student.</i>	<i>The CSN consistently utilizes available student information databases and health records to aid in performing a physical assessment.</i>	<i>The CSN consistently utilizes available student information databases, health records, and seeks input from teachers and other relevant personnel to aid in completing a physical assessment.</i>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
1d: Demonstrating Knowledge of Resources/ Demonstrating Knowledge of Appropriate Laws, Regulations, and Resources	The CSN demonstrates limited knowledge of appropriate laws, regulations, and resources.	The CSN demonstrates some knowledge of appropriate laws, regulations, and resources.	The CSN demonstrates adequate knowledge of appropriate laws, regulations, and resources.	The CSN demonstrates extensive knowledge of appropriate laws, regulations, and resources and uses knowledge to regularly assess the impact on services.
<i>Evidence/Examples</i>	<i>The CSN does not complete the process for each mandated screening.</i> <i>The CSN does not review student immunization records for compliance with state mandates.</i>	<i>The CSN partially completes the process for each mandated screening.</i> <i>The CSN reviews student immunization records but does not follow-up with families of students that are out of compliance.</i>	<i>The CSN completes the process for each mandated screening.</i> <i>The CSN reviews student immunization records, and follows-up periodically throughout the school year according to state guidelines.</i>	<i>The CSN completes the process for each mandated screening, communicates the results with teachers, as appropriate, and follows-up with referrals as needed, utilizing existing resources.</i> <i>The CSN reviews student immunization records, follows-up throughout the school year according to state guidelines, and educates parents with community resources for immunization compliance.</i>

Domain 2: Educational Environment				
Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
2a: Creating an Environment of Respect and Rapport	The CSN's interactions with members of the school community are often negative or inappropriate.	The CSN's interactions with members of the school community are adequate.	The CSN's interactions with members of the school community are positive and respectful.	Members of the school community seek out the CSN based upon the establishment of respectful, collaborative, and trusting relationships.
<i>Evidence/Examples</i>	<i>Confidentiality is not maintained. The CSN makes inappropriate remarks during meetings with school community. The CSN communicates in a negative manner through email correspondence to members of the school community. The CSN speaks to students in a condescending manner. The CSN is not sensitive to cultural and socio-economic challenges some community members encounter.</i>	<i>Confidentiality is compromised at times. The CSN will occasionally cause conflict with school community members. Interactions with school community are most often appropriate. The CSN is sensitive to cultural and socioeconomic characteristics of the school community.</i>	<i>The CSN is professional and respectful when working with the school community. The CSN's rapport with school community is supportive and caring. The CSN intervenes for those of the school community with cultural and socioeconomic challenges. The CSN works effectively with her nursing peers. Correspondence (email, verbal) is consistently appropriate and positive.</i>	<i>The CSN is sought out by the school community because of trusting and caring relationship, administration receives positive feedback from the school community members acknowledging communication that is respectful, supportive, and knowledgeable. The CSN actively provides resources for those with cultural and socioeconomic challenges.</i>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
2b: Establishing a Culture for Learning/ Establishing a Culture for Health and Wellness	The CSN does not contribute to the establishment of a culture for health and wellness. CSN is not sensitive to the developmental, cultural, and socioeconomic characteristics of the school community	The CSN has made some contributions toward the establishment of a culture for health and wellness. The CSN shows some sensitivity to the developmental, cultural, and socioeconomic characteristics of the school community.	The CSN has made meaningful contributions toward the establishment of a culture for health and wellness that demonstrate sensitivity to the developmental, cultural, and socioeconomic needs of the school community.	The CSN has made significant contributions toward the establishment of a culture for health and wellness via leadership and collaboration with members of the school community in ways that demonstrate sensitivity to the developmental, cultural, and socioeconomic needs of the community.
<i>Evidence/Examples</i>	<i>The CSN does not participate in health initiatives.</i>	<i>The CSN occasionally participates in health initiatives. The CSN recognizes health care needs of students but does not intervene with possible solutions.</i>	<i>The CSN consistently participates in health initiatives. The CSN provides resources to the school community regarding health and wellness issues. The CSN is aware of specific health issues within the school community.</i>	<i>The CSN organizes programs such as Holiday Sharing, Immunization Clinics, Health Fairs, Blood Drive, etc. The CSN aids in accessing health care, reduced, free breakfast, lunch and other resources for students, as needed.</i>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
2c: Managing Health Suite Procedures/ Following Health Protocols and Procedures	The CSN does not follow health protocols and procedures.	The CSN is inconsistent in following health protocols and procedures. The CSN usually keeps documentation of all interactions with students and other members of the community, but lacks consistency and clarity in her record keeping.	The CSN follows health protocols and procedures. The CSN consistently documents interactions with students and other members of the community and these records are usually complete and clear.	The CSN follows health protocols and procedures and uses effective problem-solving skills in unique situations. All interactions with students and other members of the community are documented in a manner that is complete and clear in its meaning.
<i>Evidence/Examples</i>	<i>The CSN does not follow school district policies and procedures/department standing orders. The CSN documentation is absent or not complete.</i>	<i>The CSN is aware of and generally follows school district policies and procedures/department standing orders. The CSN documentation is inconsistent.</i>	<i>The CSN consistently follows school district policies and procedures/department standing orders. The CSN documentation is consistent and adequate.</i>	<i>The CSN contributes to the development of district policies and procedures/department standing orders related to health and wellness. The CSN documentation is complete with follow-up as needed and shared with appropriate school staff as necessary for student success.</i>

Domain 3: Delivery of Service

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
3a: Communicating with Students/Communicating Clearly and Accurately	Oral and written communications skills are ineffective.	Oral and written communication skills are adequately developed.	Effective oral and written communication skills result in purposeful and consistently positive outcomes.	Effective oral and written communication skills result in community-building, enhancement and trust in school nursing services.
<i>Evidence/Examples</i>	<i>The CSN does not proofread communications prior to dissemination.</i> <i>The CSN does not use language that is appropriate and professional.</i>	<i>The CSN inconsistently proofreads communications prior to dissemination.</i> <i>The CSN inconsistently uses language that is appropriate and professional.</i>	<i>The CSN consistently proofreads communications prior to dissemination.</i> <i>The CSN consistently uses language that is appropriate and professional.</i>	<i>The CSN consistently proofreads communications prior to dissemination.</i> <i>The CSN adapts communications to the specific needs of the recipient(s).</i>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
3b: Using Questioning and Discussion Techniques/Gathering Information	The CSN does not use appropriate information gathering techniques.	The CSN uses appropriate information gathering techniques most of the time.	The CSN consistently uses appropriate information gathering techniques.	The CSN consistently uses appropriate information gathering techniques and provides comprehensive assessments that inform treatment for the individual, the system and the practice at large.
<i>Evidence/Examples</i>	<i>The CSN does not access student's health history or demographic data.</i>	<i>The CSN inconsistently accesses student's health history or demographic data.</i>	<i>The CSN consistently utilizes available student health history or demographic data.</i>	<i>The CSN consistently utilizes available student health history, demographic data and evidence-based resources.</i>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
3e: Demonstrating Flexibility and Responsiveness	The CSN does not demonstrate flexibility and responsiveness to making changes to a plan or program.	The CSN is willing to make some changes to a plan or program when the results suggest that there is a need for change but does not consistently evaluate whether the changes were helpful.	The CSN is willing to make some changes to a plan or program when the results suggest that there is need for change and consistently evaluates whether the changes were helpful.	The CSN consistently seeks input from all stakeholders to guide decision-making. Ongoing flexibility and responsiveness within the context of collaboration and systematic evaluation of changes results in meaningful improvements and improved outcomes.
<i>Evidence/Examples</i>	<i>The CSN fails to adapt the plan of care and respond effectively to scheduled and unscheduled changes throughout the school day for a student with a chronic condition, i.e. Type 1 Diabetes.</i>	<i>The CSN inconsistently adapts the plan of care and responds effectively to scheduled and unscheduled changes throughout the school day for a student with a chronic condition, i.e. Type 1 Diabetes.</i>	<i>The CSN consistently adapts the plan of care and responds effectively to scheduled and unscheduled changes throughout the school day for a student with a chronic condition, i.e. Type 1 Diabetes.</i>	<i>The CSN consistently adapts the plan of care and responds effectively to scheduled and unscheduled changes throughout the school day for a student with a chronic condition, i.e. Type 1 Diabetes and communicates these changes to the appropriate school community.</i>

Domain 4: Professional Development

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
4c: Communicating with Families/Communicating with Members of the School Community	The CSN provides little or no information to members of the school community.	The CSN provides accurate information to members of the school community when necessary.	The CSN provides accessible and accurate information to members of the school community on a consistent basis.	The CSN engages others in determining the information that would be of value to the larger school community and provides it in an accessible, effective, and accurate manner.
<i>Evidence/Examples</i>	<p><i>The CSN provides no information to the Concussion Management Team.</i></p> <p><i>CSN refuses to provide data to the School Health Advisory Committee for their use in developing student wellness programs.</i></p>	<p><i>The CSN provides limited information to the Concussion Management Team.</i></p> <p><i>The CSN provides minimal data to the School Health Advisory Committee for their use in developing student wellness programs.</i></p>	<p><i>The CSN provides information to the Concussion Management Team.</i></p> <p><i>The CSN provides data to the School Health Advisory Committee for their use in developing student wellness programs.</i></p>	<p><i>The CSN is an active participant in the Concussion Management Team, assisting with the development of individual student plans.</i></p> <p><i>The CSN is an active member of the School Health Advisory Committee and routinely provides data for their use in developing student wellness programs.</i></p>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
4f: Showing Professionalism/Demonstrating Professionalism	The CSN has inappropriate interactions with members of the school community and violates principles of confidentiality.	The CSN is appropriate in interactions with members of the school community and protects confidentiality.	The CSN displays high standards of honesty, integrity, and confidentiality when interacting with members of the school community.	The CSN holds the highest ethical standards when interacting and advocating for members of the school community.
<i>Evidence/Examples</i>	<p><i>The CSN does not educate members of the school community about therapeutic and professional student-nurse relationships and role boundaries.</i></p> <p><i>The CSN is unaware of, nor adheres to educational laws, health care laws, nursing ethics, federal or state regulations, and district policies relating to privacy and confidentiality.</i></p>	<p><i>The CSN provides minimal education to members of the school community about therapeutic and professional student-nurse relationships and role boundaries.</i></p> <p><i>The CSN is aware of educational laws, health care laws, nursing ethics, federal, or state regulations, and district policies relating to privacy and confidentiality</i></p>	<p><i>The CSN educates members of the school community about therapeutic, and professional student-nurse relationships, and role boundaries.</i></p> <p><i>The CSN adheres to educational laws, health care laws, nursing ethics, federal, or state regulations, and district policies relating to privacy and confidentiality</i></p>	<p><i>The CSN educates members of the school community and serves as a role model about therapeutic and professional student-nurse relationships and role boundaries.</i></p> <p><i>The CSN adheres to educational laws, health care laws, nursing ethics, federal, or state regulations, and district policies relating to privacy and confidentiality and educates administrators and colleagues.</i></p>

The following documents were used as reference in the development of this document:

Danielson, C. (2013). Framework for Teaching Evaluation Instrument. The Danielson Group

Appendix F

Counselor Observation Rubric and Evidence

Domain 1: Planning and Preparation

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
1b: Demonstrating Knowledge of Students/ Demonstrating Knowledge of Child and Adolescent Development	SC demonstrates little or no knowledge of child and adolescent development.	SC demonstrates some knowledge of child and adolescent development. SC is learning to develop services that are differentiated and developmentally appropriate.	SC demonstrates adequate knowledge of child and adolescent development and provides services that are differentiated and developmentally appropriate.	SC demonstrates extensive knowledge of child and adolescent development and provides comprehensive services that are highly customized and developmentally appropriate using a continuum of evidence-based methodologies.

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
1b: Demonstrating Knowledge of Students/ Demonstrating Knowledge of Child and Adolescent Development <i>Evidence/Examples</i>	When asked a question about typical second grade development, skills and interests, SC was unable to respond. SC uses strategies and materials that are too difficult for a Kindergartener with behavioral difficulties to understand. SC prepares the same career lesson on college preparedness for all students in grades 9-12	When asked a question about typical second grade development, skills and interests, SC was able to discuss some examples and how their services align with the examples. SC identifies some effective strategies and developmentally appropriate social skills activities for use with a Kindergarten student who has significant behavioral difficulties. SC develops Check and Connect for four second grade students, but does not include pre- or post- intervention data collection strategies or strategies to share progress with parents, teachers, or other stakeholders.	When asked a question about typical second grade development, skills and interests, SC was able to discuss a variety of examples and how their services align with the examples. SC identifies many effective strategies and developmentally appropriate social skills activities for use with a Kindergarten student who has significant behavioral difficulties. SC utilizes RtII universal behavior screening data to assign students to middle school Skillsstreaming (Skillstreaming the adolescent) group in Classroom Survival Skills for eight week, 30 minute sessions. SC measures pre- and post-outcome data (missing assignments, disciplinary referrals, academic performance). SC also utilizes student perception data on skill progress.	During an interdisciplinary team meeting, SC was able to discuss the needs of a subset of the second grade class and developmentally appropriate, effective strategies that may be used across core and supplemental providers to enhance behavioral outcomes. SC reviews standardized and state test results, diagnostic test results and report cards for a group of 9th graders who are at-risk for drop-out and discusses and advocates for evidence-based interventions (ALAS, Job Corps) with an interdisciplinary school improvement team. SC utilizes SWPBS data to determine need for school-wide evidence based program to address tier one interventions. Upon research, SC advocates, supports, and assists with school-wide implementation of the Responsive Classroom in the building.

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
1d: Demonstrating Knowledge of Resources	SC demonstrates limited knowledge of evidence-based and/or high quality informational and programmatic resources, as well as multidisciplinary and community resources. There is no evidence that SC is expanding their knowledge of resources.	SC demonstrates some knowledge of evidence-based and/or high quality informational and programmatic resources, as well as multidisciplinary and community resources. There is some evidence that SC is expanding their knowledge of resources.	SC demonstrates adequate knowledge of evidence-based and/or high quality informational and programmatic resources, as well as multidisciplinary and community resources. There is evidence that SC continues to expand their knowledge of resources.	SC demonstrates extensive knowledge of evidence-based and/or high-quality informational and programmatic resources as well as local, state and national resources. SC actively researches, utilizes and collaborates with other stakeholders to build capacity.
<i>Evidence/Examples</i>	<i>SC relies on one or two resources to remedy all issues. SC has limited/no knowledge of local community mental health resources and as a result does not refer students and families for needed services. SC has no knowledge of websites that address evidence based practices. SC refers a high school student to a Christian counseling center because the counselor has a friend who works there. SC is not a member of local, state, or national organizations and does not remain current on literature and best practice regarding school counseling.</i>	<i>SC has an ongoing relationship with one professional association that she uses as needed. SC has limited knowledge of local community mental health centers that provide counseling services for divorced/separated families. SC is working to establish a partnership with the community library to expand the list of books related to adolescent depression that are accessible to high school students.</i>	<i>SC gathers and shares nationally acclaimed stories and activities related to bullying prevention with a third grade team to consider for use across classrooms. SC invites representatives from three partial hospitalization programs to discuss their services and a way to partner more effectively with the School. SC shares knowledge of local behavioral health services and provides contact names to a family in "separation." SC has a working relationship with personnel from community agencies and is able to connect students and families to their services.</i>	<i>SC models how to implement Cognitive Behavior Therapy (CBT) technique with students who have self-control issues and monitors student response to the treatment across implementers and settings. SC seeks out professional development opportunities on School-wide Positive Behavior Support (SWPBS) and brings ideas about implementation back to district, offering to provide in-service training for teachers and other stakeholders.</i>

Domain 2: Educational Environment

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
2a: Creating an Environment of Respect and Rapport	Patterns of SC interactions, both between the counselor and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental need.	Patterns of SC interactions, both between the counselor and students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' age, cultures, and developmental levels.	Patterns of SC interactions are appropriate to the ages, culture, and developmental levels of the students.	Interactions between SC and individual students are highly respectful, reflecting genuine warmth, care, concern, and sensitivity to students as individuals. Counselors model respect and rapport for their colleagues and the students.
<i>Evidence/Examples</i>	<i>SC does not know or call students by name. SC does not appear to use or model active listening skills with students. SC does not establish a collaborative environment that promotes exploration of individual differences.</i>	<i>SC knows some students by name. SC attempts to model active listening skills with students and has inconsistent results and student response. SC attempts to create a collaborative and positive environment but does not fully understand developmental levels.</i>	<i>SC reaches out to a family of a student with selective mutism to learn more about the student. SC makes an effort to mentor a student who is practicing self-control skills. SC interacts with students and knows significant interests of students. SC uses Solution-focused counseling to assist an over-stressed student organize his or her time, and shares this information with students' teachers with permission.</i>	<i>SC develops an annual recognition program that celebrates varied achievements of student s and engages parents and teachers in the recognition. Parents and teachers reach out to SC for assistance with their children/students.</i>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
2d: Managing Student Behavior/ Addressing Student Behavior	SC demonstrates little or no knowledge of management techniques appropriate for various situations. Response to student's misbehavior is repressive or disrespectful.	SC demonstrates partial awareness of management techniques and makes attempts to use these techniques in various situations. There is inconsistent implementation of the standards of conduct.	SC demonstrates a firm foundation in management techniques and employs these techniques appropriately to manage behaviors in various situations. Counselor response to student misbehavior is consistent, proportionate, respectful to students, and effective.	SC demonstrates a high level of understanding of management techniques and extreme competency in managing behaviors in various situations. There is evidence of student participation in setting expectations and monitoring behavior. Monitoring of student behavior is subtle and preventive, and the counselor's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
<i>Evidence/Examples</i>	<i>SC, during an in class lesson, fails to stop misbehavior, instead sitting down at the desk and reading the news on the computer. Students are running around the room, resulting in chaos.</i>	<i>SC focuses on a small subgroup of students to enforce management techniques, ignoring the same behavior in others. Classroom rules are posted, but neither counselor nor students refer to them.</i>	<i>Students respond to SC request for participation during classroom presentations. SC recommends use of positive behavior support strategy with student who exhibits motivational difficulties and monitors the student' s response. SC is able to effectively de-escalate a student using Crisis Prevention Intervention (CPI) who is acting out physically by using calming words and an even tone of voice.</i>	<i>SC effectively utilizes a nonverbal communication system to elicit communication, then quiet, during a classroom presentation. SC advocates for school-wide positive behavior support (SWPBS) and universal rules and expectations with students and staff. SC acts as lead for SWPBS team, in conjunction with Building Principal and other stakeholders.</i>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
2e: Organizing Physical Space	SC makes poor use of the physical environment, resulting in unsafe or inaccessible conditions, or a serious mismatch between the furniture arrangement and activities.	School Counseling environment is safe and essential learning is accessible to all, but the furniture arrangement only partially supports activities.	School Counseling environment is safe and learning is accessible to all; counselor uses physical resources well and ensures that the arrangement of furniture supports the activities.	School Counseling environment is safe and contributes to ensuring that the physical environment supports learning.
<i>Evidence/Examples</i>	<i>Furniture is not arranged to support activities. SC runs a group from behind desk. SC office is disorganized and cluttered. SC offers no suggestions to classroom teachers on reducing environmental distractions for a student who is often off task. SC leaves confidential information out in plain view.</i>	<i>Furniture has been arranged to support Activities, and while the physical environment is not an impediment, it does not enhance the activity. SC offers classroom teachers some suggestions on behavior management, but they are neither evidence -based nor effective. SC leaves confidential student information in an unlocked filing cabinet.</i>	<i>SC office and/or classroom is arranged to support and enhance School counseling program activities. SC offers evidence based and effective strategies upon request. SC keeps confidential information locked and secured at all times</i>	<i>The physical environment has been arranged to thoroughly support learning. Students take initiative and arrange chairs side by side for a peer mediation session. SC is viewed as a resource for organizing physical space to enhance climate and student safety and belonging. SC provides in-service and resources on reducing environmental distractions for students who are off-task. SC uses Rogers' person-centered theory and demonstrates open posture and seating while engaged with individual counseling activities with students, and models appropriate group counseling structure.</i>

Domain 3: Delivery of Service

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
3a: Communicating with Students	SC's oral and written communication contains errors or is unclear or inappropriate.	SC's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.	SC communicates clearly and accurately to students, parents, and colleagues both orally and in writing.	SC's oral and written communication is clear and expressive, anticipating possible misconceptions.
<i>Evidence/Examples</i>	<i>SC displays poor use of individual counseling skills and there is inadequate student response. SC uses advanced terminology and reading materials that are above the recognized reading level of second graders. SC reviews an 8th grade student's available achievement and ability data and informs the student that he or she should not plan to go to college.</i>	<i>SC's individual counseling skills are evolving and result in inconsistent student response. SC utilizes a Kuder interest inventory on a high school reading level with second grade students. SC administers a Holland Code inventory with 10th grade students, but does not review outcome or explain results to students.</i>	<i>SC's individual counseling skills are effective and skilled in encouraging student response. SC, utilizing Skillsstreaming the Elementary School Child social skills training, communicates session goals and skills to students at the beginning of six weekly sessions. SC assesses student response to intervention with communication with students. Student uses bibliotherapy to assist an elementary aged student with anxiety issues. SC utilizes process and perception data to streamline yearly goals and lesson plans specific to bully prevention, using Olweus Bully Prevention Program.</i>	<i>SC utilizes reality therapy techniques, which are highly effective in encouraging student response and result in student knowledge and self-discovery as evidenced by student self-assessment, and increased student attendance and academic achievement. SC utilizes a Kuder explore lesson in grade 5, collaborates with librarian and technology instructor to allow students to explore and research a career of their choosing, and facilitates student career research presentations with students, teachers, and parents in attendance.</i>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
3b: Using Questioning and Discussion Techniques	Questions are of poor quality, lack accuracy, clarity, and/or substantive content. Students are not given time to think before responding.	Questions are of adequate quality and invite inconsistent response patterns. SC allows time for students to think before responding. Some discussion techniques are used.	Questions are of high-quality and characterized by accuracy, clarity, and substantive content. Adequate time is available for students to think before responding.	SC questions and discussion techniques are of uniformly high quality. There is adequate time for students to think before responding. Students are actively engaged, and when appropriate, formulate questions related to the content.

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
3b: Using Questioning and Discussion Techniques <i>Evidence/Examples</i>	<i>During a classroom guidance lesson, SC and a student remain in 1:1 discussion about a student's career interest in video game development. During a small group counseling session on promoting a positive self-identity, SC addresses a question to one student, but quickly moves onto another student when the first fails to respond immediately.</i>	<i>During a school counseling curriculum lesson on test-taking skills, SC calls on one student during majority of the lesson, without eliciting responses from other students. SC conducts individual counseling with a student who recently had a parent die, SC uses closed questions (i.e. When did it happen, Are you sad?), instead of asking open ended questions (How are you feeling today?).</i>	<i>During SC curriculum lessons, a SC utilizes think/pair/share strategy to engage students to participate in discussion about career interest inventories. SC, knowing use of FM system is in a child's IEP, wears the system during a school counseling curriculum lesson in the student's classroom to ensure the student receives the information.</i>	<i>SC ensures that every student is engaged by creating teams/subgroups within the class—each with a student leader who is charged with gaining feedback from each member of the team/group. When preparing for a school counseling curriculum activity, SC collaborates with the classroom teacher to create cooperative learning groups that meet student learning styles. These cooperative groups work together to formulate and present a response to task/question. When facilitating student-advisory groups about learning styles, students demonstrate an understanding of the material by creating their own personal study plan that represents their style of learning.</i>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
3e: Demonstrating Flexibility and Responsiveness	SC adheres to the service delivery plan, even when the data indicates a change is warranted in order to improve outcomes.	SC accepts responsibility for the quality of service delivery outcomes but has only a limited repertoire of strategies to use to improve them.	SC uses data to promote the successful goal achievement of all students and makes adjustments as needed to service delivery plans.	SC actively solicits the feedback of all stakeholders to inform continuous improvement efforts and related outcomes as a function of SC services.

3e: Demonstrating Flexibility and Responsiveness <i>Evidence/Examples</i>	<p>SC does not utilize district approved crisis prevention techniques with a first grader who is screaming, even though the counselor is trained.</p> <p>SC communicated to a student that the reason they were failing was because they were lazy.</p> <p>SC is not knowledgeable about at-risk factors for school dropout.</p> <p>SC does not believe that the School counseling program needs to address the academic, career and personal needs of all students and to that end delivers primarily responsive services in the personal-social domain.</p>	<p>SC accepts responsibility for using an inappropriate technique with a student who was screaming but does not research more effective techniques or consult with other experts in this area.</p> <p>SC communicated to a student that the reason they were failing was because they were lazy but worked to develop a home-school plan with the student's family.</p> <p>SC is aware of at risk factors for school dropout but does not utilize them with his/her caseload.</p>	<p>SC accepts responsibility for using a less effective technique with a student who was screaming and replaces it in a timely fashion with a more effective technique as a result of consultation with other stakeholders and review of reliable resources and research.</p> <p>SC gathers and analyses data to identify students at risk for dropping out of school and follows up with evidence based strategies to address the risks.</p> <p>SC builds on student needs, skills and interests to incorporate 21st Century skills and content into School counseling program.</p>	<p>SC collaborates and consults with stakeholder groups to ensure that school counseling program plans address and support students' academic, career and personal/social development.</p> <p>SC convenes a meeting with the student and all relevant parties to weigh the value of making a change to a student's schedule (removal of music) in place of more academic support time due to failing grades in reading and mathematics.</p> <p>SC, looking at school-wide screening data with bully prevention statistics and office disciplinary referrals, advocates with their advisory council for a change of school-wide focus from cafeteria behavior to bus behavior interventions to meet the needs of a middle school building.</p> <p>SC identifies school-wide/system wide policies that have potential for placing students at risk of dropping out and works to address/change those policies.</p>
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Domain 4: Professional Development

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
4c: Communicating with Families	Counselor's relationships with families are negative, self-serving and/or culturally insensitive. Counselor makes little or no attempt to engage families in home-school partnerships or school counseling services.	Counselor makes inconsistent attempts to engage families in home-school partnerships or school counseling services	Counselor consistently demonstrates efforts to build effective home-school partnerships.	Counselor is highly effective in establishing and maintaining effective home-school partnerships.
<i>Evidence/Examples</i>	<i>Little or no information is provided to parents about School Counseling Program. SC prefers to only meet with parents in person and is unwilling to talk on the telephone or email. SC does not provide information for parents regarding academic and career planning and does not involve them in the pathway/course selection process.</i>	<i>SC has a brochure that is available if parents would like it on Back-to-School night. SC only contacts the family in emergency situations. SC sends information home to parents regarding the high school course selection process but provides no opportunity for dialog with the parents.</i>	<i>SC researches the cultural values of a family and student who just moved to the U.S. and who are experiencing stress as a result of the transition. SC engages an interpreter to assist with the meeting. High School SC annually meets individually with students and their parents to review the student's Individual Career Plan and Program of Studies...and addresses credit recovery options, if appropriate.</i>	<i>SC empowers students to create a welcome packet of information to send home to families of all new students. SC posts weekly calendar on district website. SC initiates survey of stakeholders to identify (and address) barriers that stand in the way of effective family and community involvement. SC plans an annual program for seniors to address post-secondary transitioning. SC invites representatives of post-secondary schools as well as recent graduates to address students' questions and concerns about the transition process.</i>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
4e: Growing and Developing Professionally	SC engages in very limited professional development activities and/or resists feedback on professional performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	SC engages in professional development activities to a limited extent. The counselor does not seek out opportunities for professional development and/or accepts with some reluctance, feedback on professional performance and/or finds limited ways to contribute to the profession.	SC engages in seeking out professional development opportunities, welcomes feedback on performance and participates actively in assisting other SCs and the learning community.	SC engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession. Counselor takes a leadership role both within the learning community and School counseling community.

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
4e: Growing and Developing Professionally <i>Evidence/Examples</i>	<i>SC does not participate in departmental activities aimed at sharing knowledge. SC does not belong to any professional organizations appropriate to his/her field and does not engage in professional development.</i>	<i>SC participates in departmental activities to a limited extent. When specifically asked or required to participate in a professional opportunity, SC will do so. SC is aware of but not "conversant with" the ASCA Ethical Standards for School Counselors, Standards for Professional Conduct, and laws, policies and procedures applicable to SC position.</i>	<i>SC reviews annually the ASCA Ethical Standards for School Counselors. SC demonstrates and upholds: ASCA Ethical Standards for School Counselors, Standards for Professional Conduct, and laws, policies and procedures applicable to SC position. SC actively shares his/her expertise with other members of the department. SC attends the annual PSCA conference for SCs and/or other appropriate related conferences or workshops. SC regularly engages in professional development (e.g. attends relevant conferences, webinars, courses, in-services, reads professional journals, etc. and In-services, reads professional journals, etc.) and incorporates new evidence-based practices and skills in his/her daily work.</i>	<i>SC takes an active leadership role in professional organizations in order to contribute to School counseling profession. SC presents a workshop at PSCA conference on how to collect data to show the effectiveness of an evidence-based practice. SC Provides professional development at the district, state or national level. SC conducts annual discussion forum on: ASCA Ethical Standards for School Counselors, Standards for Professional Conduct, and laws, policies and procedures applicable to SC position.</i>

The following documents were used as reference in the development of this document:
Danielson, C. (2013). Framework for Teaching Evaluation Instrument. The Danielson Group

Appendix G

Counselor Observation In-Depth Workbook

Domain 1: Planning & Preparation/Component 1b

0	1	2	3	4
Component	Failing	Needs Improvement	Proficient	Distinguished
1b. Demonstrates Knowledge of	Little to No Knowledge of Development	Some Knowledge of Development	Adequate Knowledge of Development	Extensive Knowledge of Development
Child/ Adolescent Development		Learning to Develop Services: Differentiated Developmentally Appropriate	Provides Services: Differentiated Developmentally Appropriate	Provides Services: Differentiated Developmentally Appropriate Evidence-Based Highly Customized

School Counselor should present/Principal can ask to see:

- Case examples of children of different chronological/developmental ages, performance levels (high need/low performance; high need/high performance; low need/high performance; low need/low performance)
- Individual Tier 2 service plans (i.e. counseling plan, behavioral plan, academic plan, college/career plan)
- Group Tier 2 programs (i.e. Social/Emotional Curriculum, Check In/Check Out)
- Individual Tier 3 involvement (i.e. Collaboration for referral and intervention strategies with school-based program BHRS, STS, CASST, TESC, on-site OP or external MH service provider, SAP team)
- School-wide intervention advocated, supported or developed
- Interdisciplinary team meeting notes, including facilitation of discussion and recommendations for developmentally appropriate and evidence-based strategies/services
- Above examples show:
 - Justification for service delivery and/or referral
 - Rationale for developmental appropriateness
 - Data used related to child/teen development, the need for the service, to determine goals/interventions/strategies, for progress monitoring
 - Evidence-based practices

Principal Can Observe:

- Interagency Meeting
- Social/emotional curriculum or groups (No individual counseling observation)

Assess for the Following:

1. Services provided are developmentally appropriate for (age-related needs, gender, culture, skills/interests, learning capacity, social/emotional ability)
2. Service development and delivery considers special developmental concerns/needs (i.e. SPED, Mental Health diagnoses, history of trauma, poverty, grief, DHS involvement, teen pregnancy, juvenile justice involvement, etc.)
3. Services provided are
 - Evidence-based
 - Data Driven
 - Comprehensive to address behavioral, mental health, social, academic needs
 - Highly customized/individualized /differentiated for typical development and special concerns

Possible Guiding Questions:

- How do you ensure that your program is differentiated and developmentally appropriate?
- In planning for your program, how do you adapt to the varying needs of your students?
- Tell me what your greatest challenges are in meeting the needs of all students.

Domain 1: Planning & Preparation/Component 1d

	0	1	2	3
Component	Failing	Needs Improvement	Proficient	Distinguished
1d. Demonstrates Knowledge of Resources and Programs	Limited to No Knowledge Not Expanding	Some Knowledge Some Expanding	Adequate Knowledge Continues Expanding	Extensive Knowledge Actively Searches Collaborates w/ Stakeholders
	Resources are Mainly NOT: Evidence-Based (EB) High quality Multi-disciplinary Local	Some Resources are: EB High quality Multi-disciplinary Local	Resources are: EB High quality Multi-disciplinary Local Informational Programmatic	Resources are: EB High quality Multi-disciplinary Local, State and National Informational Programmatic

School Counselor should present/Principal can ask to see:

- Portfolio of resources covering multi-disciplinary, comprehensive and specialized needs – i.e. females, males, LGBTQ, trauma, teen pregnancy, grief/loss, mental health, physical disability, learning disability, college/career.
- Range of categories and knowledge within each of the above categories – i.e. Mental Health specialties in anxiety, divorce, grief loss, trauma
- Resources that are evidence-based
- Combination of resources that are informational, programmatic, community-based, family-based, evidence-based
- Evidence of going to PD, ideas/resources brought back and programming or PD facilitated
- Examples with rationale of how counselor differentiated referral linkage for different children/families
- Evidence of work with SAP assessor, DHS, CUA, CRC, Mental Health Providers (referral made and outcomes)
- Evidence of work with families on obtaining MA

Principal Can Observe:

- Interagency Meeting regarding resource linkage
- PD facilitation related to resource linkage

Assess for the Following:

1. Resources are multi-disciplinary, comprehensive, differentiate and evidence-based
2. Resources are extensive, are utilized in practice to meet data-driven needs of school:
 - Extensive resource library appropriate for needs of the school
 - Resources span beyond local community, to include state and national resources
 - Counselor uses resources to comply with regulations and best practices
 - Counselor uses resources to develop individual, group or school-wide programming
3. Counselor uses resources to make appropriate referrals
4. Counselor is linked with community providers to provide essential needs of the child/family and students
 - Knows and utilizes SAP assessor with follow up
 - Counselor has relationships with mental health, community, college and career resource and works in partnership to provide services or information
 - Counselor has relationships with partial and inpatient hospitalizations and Crisis Response Center
 - Makes appropriate referrals
 - Participates in discharge planning meetings
 - Counselor has relationship with DHS and CUA and works appropriately with these entities
 - Counselor understands the MA process and successfully assists families obtaining MA
 - Counselor is a member of local, state, or national organizations

Possible Guiding Questions:

- What evidence-based programs are you using?
- How do you collaborate with stakeholders to identify and locate resources?
- What are your “go to” resources and why?

Domain 2: Educational Environment/Component 2a

	0	1	2	3
Component	Failing	Needs Improvement	Proficient	Distinguished
2a. Create Environment of Respect and Rapport	Interactions with Students mostly negative and inappropriate:	Interactions with Students Generally appropriate	Interactions with Students Appropriate	Interactions with Students Highly respectful
	Inconsistency Favoritism	Some Inconsistency Favoritism	Consistent	Consistent, warmth, care, concern
	Insensitive to age, culture, developmental needs	Disregard for ages cultures, development	Regard for students' ages, cultures, development	Sensitivity to individuality, model respect & rapport

School counselor should present/Principal can ask to see:

- Student Recognition – Individual, group or school wide programs
- Meeting notes with student and/or families documenting student strengths
- Strength-based programming (group or individual) to develop child resiliency

Principal Can Observe:

- Interagency Team Meetings where counselor shows respect, rapport and strength-based approaches to addressing issues
- Group social/emotional curriculum which teaches and models respect and rapport building through cultural, age, developmental and personal sensitivities

Assess for the Following:

1. Counselor has genuine relationships with students – i.e. knows students' names and uses them, interacts with students and knows them as individuals, know their interests, who their friends are, what they needs and want
2. Counselor approaches students as individuals and understand individual needs, cultural, age and developmental difference
3. Counselor takes initiative to assist students and families
 - Counselor builds rapport and respect by showing interest in child, cares and initiates help for child and family
 - Counselor seeks out students with internalizing behaviors who others may overlook
4. Counselor is strength-based
 - Counselor builds programs to foster child resiliency
 - Counselors have strength-based views of and relationships with families
5. Students, teachers, parents seek out counselor for assistance

Possible Guiding Questions:

- How do you model respect and rapport for all students and staff?
- How do you see your modeling of respect and rapport influencing student behavior?

Domain 2: Educational Environment/Component 2d

	0	1	2	3
Component	Failing	Needs Improvement	Proficient	Distinguished
2d. Managing and Addressing Student Behavior	Little or No Knowledge & Use of Management Techniques	Some Knowledge & Use of Management Techniques	Firm Knowledge & Use of Management Techniques	High Level Knowledge & Use of Management Techniques
	Disrespectful, repressive response to misbehavior	Inconsistent response to misbehavior	Consistent, respectful effective response to misbehavior	Extremely competent, consistent response Preventative
	No differentiation	Attempts to differentiate	Proportionate Some differentiation	Differentiated individual needs Respects dignity

School Counselor should present/Principal can ask to see:

- Universal behavior planning for Tier 1
- Tier 2 – Classroom or group behavior planning
- Individual Tier 2 Behavior Planning with supporting:
 - FBA or ABC data collected
 - Collaboration with the child, teacher and family to identify target behaviors and replacement behaviors, Development of measurable behavioral goals
 - Development of antecedent, modeling/teaching, consequent and reinforcement interventions
 - Progress monitoring and revision of goals and interventions based on progress
 - Example of de-escalation attempt that resulted in child calming down, with explanation why it was successful
 - Example of de-escalation attempt that resulted in crisis and what contributed to that (child's mental state due to trauma, what could have been done differently, etc.)
- Tier 3 Referral with justification and evidence of Tier 2 interventions

Principal Can Observe:

- Social/Emotional Curriculum, Conflict Resolution
- Documentation: FBA, Behavioral Data, Safety Plan, Tier 2 Plan

Assess for the Following:

1. Counselor upholds classroom rules, motivates students, and students are responsive
2. Counselor recommends/develops behavior support strategies that are measurable and appropriate for universal, classroom, individual
3. Counselor uses appropriate crisis management and de-escalation techniques
 - Counselor follows appropriate behavioral health emergency protocol
 - Counselor is not a trigger to escalate by using inappropriate technique
 - Counselor is not a bystander

Possible Guiding Questions:

- How does your management program take into account child development theory?
- How do you exhibit respect for students while refusing to accept negative behavior?

Domain 2: Educational Environment/Component 2e

	0	1	2	3
Component	Failing	Needs Improvement	Proficient	Distinguished
2e. Organizing Physical Space	Use of space results in:	Use of space results in:	Use of space results in:	Use of space results in:
	Unsafe conditions	Safe conditions	Safe conditions	Safe conditions
	Inaccessibility	Accessibility	Accessibility	Accessibility
	Activities not conducive to space	Activities somewhat conducive to space	Activities conducive to space	Activities conducive to space and to learning

School Counselor should present/Principal can ask to see:

- Examples of strategies for physical environment that are evidence-based and cases where implemented effectively
- Example of strategies for individual student that are evidence based to reduce distraction and off-task behavior and show how it was effective

Principal Can Observe:

- Counselor PD and resources on reducing environmental distraction
- Counselor running a group in appropriate environment, physical set up

Assess for the Following:

1. Counselor office is safe, organized and clutter-free
2. Counselor uses appropriate structure of seating and room conducive to group and to individual counseling and to social/emotional teaching
3. Counselor keeps confidential information out of sight and in locked cabinet
4. Counselor contributes as a resource for organizing space to enhance climate and safety

Possible Guiding Questions:

- How do you make the best use of your physical space when delivering services to students?
- Does your use of physical space promote your role as a counselor?
- Is your physical space arranged to promote confidentiality when working with students and others?

Domain 3: Delivery of Service/Component 3a

	0	1	2	3
Component	Failing	Needs Improvement	Proficient	Distinguished
3a. Communicating with Students	Oral & written communication to students	Oral & written communication to students	Oral & written communication to students	Oral & written communication to students
	Errors	No errors	No errors	No errors
	Unclear	May need clarification	Clear	Clear
	Inappropriate	Can be inappropriate	Appropriate	Appropriate
			Accurate	Expressive
				Anticipates misconceptions

School Counselor should present/Principal can ask to see:

- Proactive written correspondence addressing a student
- Example of strength-based communication
- Resiliency-based programming
- Bibliotherapy utilized in counseling
- Example of individual and group sessions that have:
 - Short-term and long-term goals
 - Corresponding lesson plan content that is
 - ▶ age appropriate
 - ▶ academically appropriate
 - ▶ developmentally appropriate
 - How progress was monitored
 - Student Follow Up and Feedback

Principal Can Observe:

- Social/emotional Lesson Plan
- Counselor Meeting with student

Assess for the Following:

1. Counselor communicates effectively to individual students or groups, using age, academic and developmentally appropriate language and materials
2. Counselor communication is strength-based
3. Counselor closes the loop, provides follow up or feedback
 - Counselor encourages student responding and students are responsive to counselor
4. Counselor completes long-term group and individual counseling plans
 - Counselor reviews and ensures understanding of session goals and content at each session, monitors student responses, communicates feedback and provides supportive follow up
 - Counselor monitors student response to interventions and progress
5. Uses appropriate bibliotherapy in counseling

Possible Guiding Questions:

- How do you check for student understanding when delivering services?
- What media do you use to communicate with your stakeholders?
- How do you view your role in communicating with stakeholders?

Domain 3: Delivery of Service/Component 3b

	0	1	2	3
Component	Failing	Needs Improvement	Proficient	Distinguished
3b. Using Questioning & Discussion Technique	Poor quality	Adequate quality	High quality	Uniformly high quality
	Inaccurate	Inconsistent	Accurate	Accurate and Anticipatory
	Unclear	Sometimes clear	Clear and substantive	Clear and engaging
	Does not give time to think before responding	Gives adequate time to think before responding	Gives enough time to think before responding	Promotes student participation

School Counselor should present/Principal can ask to see:

- Examples of group curriculum using creative techniques to elicit discussion from all participants
- Example of collaboration with teacher to create cooperative learning groups to address behavioral, emotional, development needs

Principal Can Observe:

- Group Curriculum

Assess for the Following:

1. Counselor has discussions in the appropriate place and time
2. Counselor uses open-ended questions to elicit responses
3. Counselor focus is on child during the discussion without distraction
4. Counselor focuses fairly on all children in group
5. Counselor collaborates with teacher to create cooperative learning groups

Possible Guiding Questions:

- How do you employ questioning and discussion techniques to improve your students' understanding?
- How do you encourage students to ask questions?
- Are you comfortable with permitting open discussion in a student group?

Domain 3: Delivery of Service/Component 3e

	0	1	2	3
Component	Failing	Needs Improvement	Proficient	Distinguished
3e. Demonstrating Flexibility and Responsiveness	Does not change service despite data	Accepts responsibility for service outcome	Uses data for planning of services	Uses data for planning of services
		Limited repertoire of improvement strategies	Makes adjustments to service as needed	Solicits feedback from stakeholders
				Continuous improvement efforts and outcomes

School Counselor should present/Principal can request to see:

- Examples of Service planning, which includes:
 - Individual, small group, class, school-wide program delivery
 - Research and consultation to develop and implement effective interventions (i.e. data from Naviance, grades, assessments, college and career data, attendance and truancy, Behavioral health data for tier 2 interventions and tier 3 referral)
 - Data used to assess individual and school-wide needs to inform program planning
 - Programming that considers at-risk and other behavioral, emotional, social, developmental, and physical information
 - Evidence-based strategies and interventions used
 - Positive outcomes (i.e. reduced suspensions, crises calls, bullying reports, etc.)
 - Revision of programming as appropriate based on outcome data and progress monitoring

Assess for the Following:

1. Programming is responsive to the needs of the school
 - Counselor uses data about individual child or school-wide data
2. Counseling plan addresses all the needs of each child
3. Programs address the needs of all students across the school
4. Programming is strength-based
5. Counselor uses evidence-based practices to address needs
6. Programs have positive outcomes
7. Programming is flexible to address changing concerns and outcomes

Possible Guiding Questions:

- How do you respond when a student challenges your presentation?
- How do you demonstrate flexibility when a student(s) does not appear to be responding to your presentation?
- When results are unfavorable or unexpected how do you modify your approach?

Domain 4: Professional Development & Responsibility/Component 4c

	0	1	2	3
Component	Failing	Needs Improvement	Proficient	Distinguished
4c. Communicating with Families	Little or no attempt to engage families, Poor relationships, Cultural insensitivity	Inconsistent attempt to engage families	Consistent efforts to build partnerships with families	Very effective in establishing and maintaining partnerships with families

School Counselor should present/Principal can ask to see:

- Brochure about school counseling program
- Information posted for families on website
- Weekly calendar of events posted on website or sent to families
- Communication with family – i.e. log to share student strengths/successes, welcome packets

Principal Can Observe:

- Family Meeting
- Interagency Meeting

Assess for the Following:

1. Counselor method of communication is flexible and based on family need
2. Counselor is accessible, i.e. comes to back to school night, responsive to emails and calls
3. Counselor involves family and student in planning for academic, emotional/social, behavioral, mental health and career planning
4. Counselor is strength-based and proactive in addressing needs of family
5. Counselor is culturally competent
6. Counselor researches and consults to identify and address barriers to engagement

Possible Guiding Questions:

- How do you manage difficult situations involving family members?
- How can you deliver bad news and still maintain a working relationship?
- How do you maintain appropriate boundaries between your professional and personal relationships with families?

Domain 4: Professional Development & Responsibility/Component 4c

	0	1	2	3
Component	Failing	Needs Improvement	Proficient	Distinguished
4c. Communicating with Families	Little or no attempt to engage families, Poor relationships, Cultural insensitivity	Inconsistent attempt to engage families	Consistent efforts to build partnerships with families	Very effective in establishing and maintaining partnerships with families

School Counselor should present/Principal can request to see:

- Evidence of Professional Development Participation
- PD planner registration
- Certificates for webinars, conferences, courses, etc,
- Professional journals, conference materials used in practice
- How Professional Development is applied:
- How PD is pertinent to population and data driven needs at your school
- How counselor plans or has turned around the PD to school staff
- Evidence-based practices put in place as a result
- Membership or leadership roles in professional organizations, committees, etc.
- ASCA standard, Ethical, Professional Conduct, laws, policies and procedures for school counseling
- Example of how uphold, how often review, how referenced
- Presentation materials counselor facilitated in school, district, professional conference at local, state, national level

Principal Can Observe:

- Counselor facilitation of PD or turnaround PD programs

Assess for the Following:

- Counselor attends and participates in professional development activities that are pertinent to school's needs
- SC is knowledgeable of ASCA standards, ethics and laws, policies and procedures for SC position and upholds them
- SC facilitates learning on topics in school and professional org conference, district, state or national level. SC has leadership role in professional organization
- SC shares knowledge with others

Possible Guiding Questions:

- How do you view professional development?
- What professional development activities have you participated in during the past year?

Process for Counselor Evaluation

Pre-Conference

Similar to the process of teachers receiving a formal observation, a pre-observation conference between the observer and Observee is designed to discuss mutual expectations for the observation, including:

- what will be observed,
- examples of evidence representative of distinguished and proficient performance,
- and confirmation of the Observee's understanding of the rubric.

Post-Conference

Upon entering the observation in Cornerstone, the observer should submit the Formal to the Observee no more than 5 days after the observation. Once in receipt of the observation, the Observee may respond with general questions or comments as well as upload any (up to 3) attachments to refute any evidence presented in the observation. A final post-conference should be held to discuss the findings shared in the observation, after which the observer can make determined revisions to the formal observation, if applicable. If no edits are necessary, the formal observation can be deemed formally submitted in Cornerstone.

In the event that the observation is Unsatisfactory, a PFT representative should be invited to attend the post-conference on behalf of the Observee.

For questions or concerns related to Counselor Evaluation, please contact:

Prevention & Intervention
Office: 215-400-4930
<http://www.philasd.org/prevention>

Appendix H

Educational Technology Specialist Observation Rubric and Evidence

DOMAIN I: PLANNING AND PREPARATION

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>1a: Knowledge of Content and Pedagogy</i>	The ITS plans and practice demonstrate little knowledge of andragogy, pedagogy and professional practice in relation to digital-age technologies.	The ITS plans and practice reflect some knowledge of educational andragogy, pedagogy and practice in relation to digital-age technologies.	The ITS plans and practice reflect substantial knowledge of andragogy, pedagogy and practice in relation to digital-age technologies.	The ITS plans and practice reflect comprehensive knowledge of educational andragogy, pedagogy and practice in relation to digital-age technologies
<i>Evidence/ Examples</i> This component speaks to the demonstration of awareness of adult learners in relation to learning new digital tools. Did the ITS assess prior knowledge? Is the ITS building on previous lessons from a knowledge/skill level to an application level? Is the ITS checking for understanding? Is the ITS relating the tool to a relevant instructional need?	The ITS demonstrates Google Slides by moving through the tools menu. The product being created has no connection to instruction. The ITS does not check for understanding, but moves through the tools at his/her own pace. The focus is on covering the tools, not on the application of the tool in an instructional context.	The ITS demonstrates Google Slides with some connection to classroom use as part of the demonstration. She/He does not assess the familiarity with Google prior to beginning. The sessions is a generic introduction to Slides. The learners are expected to mimic what the ITS is demonstrating. There is no 'You Do' The instructional context is referred to, but not used as the driving theme of the activity.	Google Slides is being used as part of a book report project. The teacher and the students have been introduced to the tool previously. The ITS does a brief review of the tool. The search for images using the Research tool is introduced but copyright/citation concepts are not mentioned. Students are given a template to complete their task, but have some choices to make regarding design. The ITS shows the students how to use the Share button but does not discuss Digital Citizenship.	As in Proficient with the addition of: A mini-lesson on citation/copyright/fair use; While the students are working, the ITS is checking in with the teacher to go over questions, connections, extensions. Google Classroom is being used to assist with Sharing management. The ITS provides a mini-lesson on Digital Citizenship when working/sharing in a digital environment and providing feedback.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>1d: Demonstrating Knowledge of Resources</i>	The ITS demonstrates little or no familiarity with resources to enhance content knowledge available through the district or school.	The ITS demonstrates some familiarity with resources available in the school and district. The ITS does not seek to extend their own knowledge beyond what is readily available.	The ITS is fully knowledgeable in locating resources available through the school, district, or community to enhance their own knowledge, to use in teaching and learning. The ITS expresses some familiarity with resources external to the school and on the Internet.	The ITS searches for resources beyond the school, district, to outside professional organizations, on the Internet, and in the community to enhance their own knowledge and utilize in teaching and learning.
<i>Evidence /Examples</i> This component speaks to background knowledge and skill base of the ITS. Does the ITS keep current on resources, tools, and procedures and integrates those resources while delivering services? Does the ITS present themselves as an expert in their field and works to maintain that level of knowledge?	ITS does not demonstrate increased knowledge or skill development but continues to rely on basic or beginner resources and strategies available. ITS does not incorporate new developments, resources, and strategies in service delivery. ITS does not take an active role in long term planning of projects or demonstrate adherence to Department/District procedures or available resources. ITS continues to focus on single areas of delivery (tech support, IWB, etc) without branching out to other priorities.	ITS is familiar with and keeps current with most new features, strategies, policies, but does not offer suggestions when developing new programs, or planning. ITS does not incorporate new tools, resources, strategies into service delivery, but demonstrates some understanding and awareness. Introduces Sharing in google docs without thinking through the implications.	ITS demonstrates familiarity with resources by incorporating tools/strategies into service delivery. ITS is skilled in the combining of tools/strategies to enhance service delivery through the use of technology. The ITS is skilled in supporting a BL classroom with regards to the rotation model. ITS uses google classroom to help a teacher manage the Docs collaboration process.	As in Proficient with the addition of: Being proactive in bringing new resources and strategies to the team; Being an active leader in solving problems and answering questions; Being active in the development and continued improvement of service delivery. The ITS is skilled in supporting a BL classroom with regards to the rotation model

DOMAIN II: THE ENVIRONMENT

Component	Failing	Needs Improvement	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Interactions with educational community members are negative, inappropriate, or insensitive to learners and are characterized by disparaging remarks or conflict	Interactions with educational community members are free of conflict but may involve insensitivity and/or lack of responsiveness to differing skill levels among learners.	Interactions with educational community members demonstrate general caring and respect. Specialist is considered a resource for information concerning technology use in instruction. The ITS maintains a positive relationship with stakeholders and colleagues.	Interactions with the educational community and the wider community are highly respectful and demonstrate deep understanding of learner needs and levels of skill development. ITS takes care to respect professionalism of all levels of learners.
Evidence /Examples	<p>The ITS does not communicate with teachers or when doing so is negative or lacks a positive message for inclusion.</p> <p>The ITS does not demonstrate efforts to engage reluctant learners, instead supporting only those who have adopted or have an interest in technology support.</p> <p>The ITS sends inappropriate communications to varying groups of stakeholders.</p>	<p>The ITS works with reluctant learners but speaks of them with critical or insulting remarks.</p> <p>The ITS attempts to engage reluctant learners, but sets a pace and expectations that are not reflective of what the learner needs.</p> <p>The ITS sends communications to stakeholders that lack clarity, include unrelated information, or are written with a lack of professionalism.</p>	<p>The ITS has positive relationships with teachers and administrators. They maintain regular contact with schools and have established a reputation of being responsive to emails and questions in a timely manner.</p> <p>Teachers and administrators, at all levels of skill and familiarity with technology, feel comfortable working with the ITS.</p>	<p>As in Proficient, with the addition of:</p> <p>The ITS is proactive in reaching out to schools and teachers with specific items of interest or importance to them.</p> <p>The ITS maintains contact with teachers in-between visits through strategies that support continuous improvement.</p> <p>The ITS is ready to assist and support the school administration in reaching their goals.</p> <p>The ITS has a system in place to engage participation in coaching/training/modeling.</p>
<p>This component speaks to the establishment of the coaching relationship and the quality of interactions with learners.</p> <p>Does the ITS have positive productive relationships with their schools?</p> <p>Does the ITS demonstrate proactive outreach to teachers?</p> <p>Does the ITS respond appropriately to questions, problems, and requests?</p>				

Component	Failing	Needs Improvement	Proficient	Distinguished
2b: Establishing a Culture for Learning	The ITS's negative attitude and demeanor for digital-age resources and content integration are barriers that prevent learners from seeking assistance and interaction.	The ITS conveys minimal enthusiasm for digital-age resources and content integration.	The ITS conveys a genuine enthusiasm for digital-age resources and content integration. Instructional outcomes, activities, assignments, and collaborative interactions convey high expectations for learners that promote risk-taking and problem solving.	The enthusiasm of the ITS for digital-age resources and content integration is infectious leading learners to hold themselves to high standards. Instructional outcomes, activities, assignments, and collaborative interactions convey high expectations for learners that promote risk-taking and problem solving
Evidence/ Examples	<p>The ITS takes no initiative to introduce new tools and strategies to teachers.</p> <p>The ITS does not actively reach out to reluctant teachers.</p> <p>The ITS is not available to teachers looking for assistance.</p> <p>The lack of outreach from the ITS has led to the teachers not knowing who the ITS is or when they are in the school.</p> <p>The ITS introduces digital tools without connecting their use to curriculum</p>	<p>The ITS facilitates a group meeting to introduce Google Classroom to support student writing goals. The ITS talks for the duration of the workshop and does not allow time for learners to experiment or apply the tool.</p> <p>The ITS is prepared to assist and support teachers but waits for the teachers to come to them.</p> <p>The ITS has a few examples of technology tools to support instruction but is passive in sharing those ideas with teachers.</p>	<p>The ITS meets regularly with teachers to help them learn Google apps, digital adaptive programs, SMART notebook etc., The ITS spends the meeting time demonstrating the use of the apps, while the learners follow along. There is some discussion of instructional or educational application.</p> <p>The ITS is informed of the instructional focus for a teacher or grade level. The ITS models a lesson that incorporates the instructional focus, but is not a lesson that the teacher identified or co-planned.</p>	<p>As in Proficient with the addition of:</p> <p>The ITS co-plans a lesson with the teacher or co-teaches with the teacher.</p> <ul style="list-style-type: none"> • The ITS creates folders and templates that support the teacher's lesson. • The ITS leads the embedded technology component of the lesson <p>The ITS plans ahead to locate resources and ideas to meet teachers at their skill level and/or content area.</p> <ul style="list-style-type: none"> ■ Creating a Google Classroom to demonstrate/model tools; teacher is a co-teacher, ITS facilitates tasks, then is able to review Classroom features with the teacher.
<p>This component speaks to the approach to the work and the role of the coach.</p> <p>Is the ITS open to new ideas and to trying out new things?</p> <p>Is the ITS continuing to move teachers to grow and apply their technology skills?</p> <p>Is the ITS working with school leaders to develop a plan to reach school goals for technology integration?</p>				

DOMAIN III: DELIVERY OF SERVICE

Component	Failing	Needs Improvement	Proficient	Distinguished
3a: Communicating with Students/Communicating with Clients	Communications are inappropriate for learners' cultures and levels of development. Content connections and expectations are not consistent with learners' knowledge and experience	Communications are sometimes appropriate for learners' cultures and levels of development. Content connections and expectations are somewhat consistent with learners' knowledge and experience.	Communications are appropriate for learners' cultures and levels of development. Content connections and expectations are consistent with learners' knowledge and experience.	Communication includes real time differentiation and delivery based on the audience of learners. Content connections and expectations are differentiated to meet learners' knowledge and experience.
Evidence/Examples This component addresses the strategies for engaging teachers and staff. Does the ITS reach out regularly to all schools? Are communications appropriate and professional? Are strategies in place that effectively create a relationship of trust and professional growth between the ITS and the teachers/staff?	The ITS has not established an effective strategy to schedule time with teachers. Email communications are often unprofessional or reflect a rushed and informal tone filled with errors. The ITS does not reach out proactively to teachers with ideas to engage them at their experience level, but rather only responds to those who request assistance. The ITS is not aware of the instructional goals in classrooms visited, but rather contributes a strategy that interests them and may not have any relevance to the teacher. The ITS sends out communications with critical information, but does not follow up to check for understanding.	The ITS sends out a newsletter periodically with technology resources listed, but without examples of how to use the resource in the context of instruction. The ITS creates a Google doc for brainstorming about resources to support math instruction. The Google doc is set to a "view-only." The ITS responds to emails promptly but does not initiate communications or invite participation. The ITS has established a strategy to schedule meetings with teachers, but is not proactive in reaching out. Email communication is mostly professional, but reflects a generic tone, not personalized for the teachers to whom the communications are directed	The ITS regularly sends out technology ideas that are connected to the District's scope and sequence for the current quarter. The ITS is available to teachers who request to know more. The ITS creates a Google doc for brainstorming about resources to support math instruction. The Google doc is set up so staff members can view and edit content. The ITS shares via email a technology resource to support vocabulary instruction. The ITS follows up one-on-one with teachers who expressed interest in learning more about strengthening vocabulary with this new 'tool. Email communication is regularly sent and is professional. The ITS has established a strategy to schedule meetings with teachers. The ITS demonstrates efforts to engage reluctant teachers.	The ITS demonstrates an awareness of teacher needs by pre-planning with resources and activities that align to the instructional needs of the teachers. Prior to a scheduled appointment, instructional goals are identified and the ITS is able to meet the teacher at an appropriate level with resources that fit the teacher's instructional goals. The ITS creates resources that are shared across a school, or across multiple schools. The ITS shares solutions to common questions/problems with other teachers. The ITS has established a strategy to schedule meetings with teachers. The ITS demonstrates efforts to engage reluctant teachers. The ITS visits one of the teachers who never responds to emails or asks questions.

Component	Failing	Needs Improvement	Proficient	Distinguished
3c: Engaging Students in Learning/Engaging Clients in Learning	Activities and assignments, materials, and groupings of learners are inappropriate for the instructional outcomes or the learner's current levels of understanding, resulting in little to no intellectual engagement. The learning session has no structure or is poorly paced.	Activities and assignments, materials, and groupings of learners are partially appropriate to the instructional outcomes or the learner's current levels of understanding, resulting in moderate intellectual engagement. The learning session as a recognizable structure, but that structure is not maintained.	Activities and assignments, materials, and groupings of learners are fully appropriate to the instructional outcomes or the learner's current levels of understanding. All learners are engaged in work of a high level of rigor. The lesson structure is coherent, with appropriate pace.	Throughout the lesson, learners are highly intellectually engaged and make contributions to the activities, materials, and groupings of learners. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for learner reflection and closure.
Evidence/Examples This component addresses the expertise in modeling and delivering professional development. Does the lesson effectively demonstrate a high level of engagement? Is the ITS aware of and in tune with the audience/learners engagement? Does the lesson model the best practices in the use of technology to increase rigor, engagement, and understanding?	Activities and assignments, materials, and groupings of learners are inappropriate for the instructional outcomes or the learner's current levels of understanding, resulting in little to no intellectual engagement. The learning session has no structure or is poorly paced. Learners/teachers do not feel comfortable asking questions and are not paying attention. The lesson reflects technology skills in isolation.	Activities and assignments, materials, and groupings of learners are partially appropriate to the instructional outcomes or the learner's current levels of understanding, resulting in moderate intellectual engagement. The learning session has a recognizable structure, but the structure is not maintained. The flow of the content gets confusing as questions arise and the learners derail the intended outcomes. The lesson is mostly reflective of the technology skills, with infrequent or anecdotal connections to instruction.	Activities and assignments, materials, and groupings of learners are fully appropriate to the instructional outcomes or the learner's current levels of understanding. All learners are engaged. The lesson structure is coherent, with appropriate pace. The ITS does connect the lesson to instruction, but the lesson is not delivered within that context. Rather, the lesson, while very good and well received, is left to the teacher to determine the connections to the curriculum or instructional goals.	Throughout the lesson, learners are highly intellectually engaged and make contributions to the activities, materials, and groupings of learners. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for learner reflection and closure. The lesson has a direct connection to the instructional goals of the teacher. The teacher is engaged in how they will continue, adopt or adapt the lesson at a future time. The lesson is presented in a way as to be immediately useful and relevant to the participants.

Component	Failing	Needs Improvement	Proficient	Distinguished
3e: Demonstrating Flexibility and Responsiveness	The ITS focuses on integrating a specific technology, with no alignment to learner needs or outcomes.	The ITS is minimally invested in the success of learners. Adjustments to instruction and plans are ineffective or seldom identified	The ITS promotes the successful progress of all learners, adjusting as needed to instruction plans and accommodating learner questions, needs, and interests, and integrating digital tools whenever appropriate.	The ITS seizes an opportunity to enhance learning, building on a spontaneous event or learner interests. The ITS ensures the success of all learners, using an extensive repertoire of instructional strategies and digital tools.
Evidence/Examples This component addresses the willingness of the ITS to adapt and adjust according to the needs and/or requirements of the schools served. Does the ITS willingly adjust teacher meeting schedules if last-minute needs arise? Does the ITS work WITH school leadership to problem solve?	The ITS shows a tool, and mid-lesson, the technology malfunctions. The ITS has no plan B to move this lesson forward. The ITS and a classroom teacher are teaching students how to create digital presentations. When a student asks about an advanced function of the tool, the student is told, "We don't have time for that." The ITS reacts negatively when network or hardware issues arise, blaming others or criticizing colleagues. The ITS does not attempt to problem solve a situation or seek alternatives. The ITS reacts negatively when changes in schedules occur.	The ITS leads a collaborative activity using Google Docs. Mid- lesson, the technology malfunctions, and the ITS decides to demonstrate the activity on the IWB while the students watch. The ITS and a classroom teacher are teaching students how to create digital presentations. The ITS continues with the lesson, whole group, as planned even though many students are already familiar and are working off task. The ITS reacts quickly to network or hardware issues, but in haste may make inappropriate decisions or suggestions. The ITS is able to adapt to last minute changes in schedules.	The ITS leads a collaborative activity using Google Docs. Mid- lesson, the technology malfunctions. The ITS sets up a different activity on paper so the group can complete the task. The ITS and a classroom teacher are teaching students how to create digital presentations. The ITS learns that multiple students in the class have previously used the digital presentation tool and do not need the basic introduction. The ITS continues with the whole class lesson, but invites students to help each other. The ITS responds to a network or hardware issue promptly and professionally. The ITS adapts easily to last minute schedule changes.	The ITS leads a collaborative activity using Google Docs. Mid- lesson, the technology malfunctions. The ITS models the offline mode. Learners are not able to explore some of the tools, but are able to continue with the activity. The ITS and a classroom teacher are teaching students how to create digital presentations. The ITS learns that multiple students in the class have previously used the digital presentation tool and do not need the basic introduction. They decide to allow the students to work independently. They engage the students in offering tips and tricks at the end of the session. The ITS responds to a network or hardware issue promptly and professionally. The ITS alerts any office leadership if the issue warrants—judging if there is a pattern or larger issue underlying. The ITS adapts easily to last minute schedule changes.

DOMAIN IV: PROFESSIONAL DEVELOPMENT/IT RESPONSIBILITIES

Component	Failing	Needs Improvement	Proficient	Distinguished
4b: Maintaining Accurate Records	The ITS does not have a method for maintaining instructional or non-instructional records or the records are disorderly, causing errors and confusion.	The ITS has a rudimentary or ineffective method for maintaining instructional and non-instructional records that is only partially effective.	The ITS has an effective system for maintaining instructional and non- instructional records.	The ITS has an effective system for maintaining instructional and non- instructional records that contain contributions from learners.
Evidence/Examples This component addresses the documentation and follow through on administrative matters. Does the TIS' calendar reflect the teacher, topic, time for scheduled appointments? Is the calendar up to date and complete for the coming week? Is the TIS activity log completed within 5 days of closing of a month? Is the log data in agreement with the calendar?	The calendar is not completed for the immediate week. Entries lack required data. Activity log is incomplete or has many errors of agreement with calendar (> 3)	The calendar is complete for the immediate week but has many open time periods (>2) where Teacher and/or Topic is not indicated. Activity log is complete or with few errors of agreement with calendar (< 3)	The calendar is complete for the immediate week. The entries reflect teacher, time, and topic. Open spaces are documented appropriately and are infrequent (< 2 per week) Activity log is complete and in agreement with calendar entries.	As described in proficient with the addition of scheduling for future appoints (Teacher, Time, Topic) is in place, demonstrating effective strategies for engagement. (School name only entries <u>does</u> not contribute to Distinguished) Activity Log is complete and in agreement with calendar entries.

Component	Failing	Needs Improvement	Proficient	Distinguished
4e: Growing and Developing Professionally	The ITS does not participate in professional development and does not share knowledge with colleagues.	The ITS participates in professional development activities that are convenient or required and makes limited contributions to the profession. The ITS grudgingly accepts feedback from supervisors and colleagues.	The ITS actively looks for professional development based on self--assessment and shares knowledge gained with others. The ITS welcomes feedback from supervisors and colleagues.	The ITS seeks out professional development opportunities and originates activities that contribute to the profession. The ITS asks for feedback from supervisors and colleagues to inform practice.
Evidence/Examples This indicator speaks to the effort put in to keep skills current and participate as a leader in professional communities. Does the ITS participate actively in department professional development? Does the ITS seek out opportunities to develop skills independently? Does the ITS take advantage of additional opportunities offered by the Department to learn and connect? Does the ITS demonstrate active learning by contributing new learning to the team?	The ITS attends but does not participate in department PD sessions. The ITS does not contribute new learning to the group. The ITS does not attend any professional development outside the regular department pd. The ITS does not respond to feedback or suggestions to enrich service delivery.	The ITS attends department PD and participates in a limited fashion. The ITS infrequently offers new learnings to the group and does not engage in any peer collaboration. The ITS receives feedback but does not engage in discussion about the feedback. The ITS does not participate in any additional PD opportunities unless directed by supervisors.	The ITS actively participates in department PD sessions. The ITS is current on professional topics as demonstrated by frequent contributions and problem solving ideas. The ITS does not participate in PD opportunities from outside the department unless directed by supervisors.	The ITS actively participates in department PD sessions, providing new information, learning, and input. The ITS asks questions and raises issues in an effort to find solutions. The ITS is actively involved in professional learning communities, both to grow skills but also to model the role of PLCs. The ITS actively seeks out professional development opportunities and shared new learnings with the team.

Component	Failing	Needs Improvement	Proficient	Distinguished
4f: Showing Professionalism/Demonstrating Professionalism through Self-Awareness, Self-Monitoring, and Professional Accountability	The ITS does not demonstrate ethics and professionalism and contributes to practices that are self--serving or illegal. The ITS fails to comply with school and district regulations	The ITS is honest and well-intentioned in serving learners and contributing to decisions in the school, but the ITS's attempts to serve learners are limited. The ITS complies minimally with school and district regulations, requiring reminders.	The ITS displays a high level of ethics and professionalism related to education and technology in dealings with stakeholders and colleagues and complies fully and voluntarily with school and district regulations as well as the PA Code of Professional Practice and Conduct for Educators	The ITS is proactive and assumes a leadership role in demonstrating digital citizenship. The ITS demonstrates the highest standards of ethical conduct and models compliance with school, district, and other relevant regulations.
Evidence/Examples This component addresses the professional behavior of the ITS. Does the ITS follow department protocols and procedures? Does the ITS communicate effectively with clients in a manner that is professional and reflects leadership and expertise? Does the ITS engage in productive/reflective practices, learning from feedback and implementing change? Does the ITS demonstrate an attitude that demonstrates integrity and acknowledges/accepts responsibility for missteps or areas that need improvement?	The ITS posts inappropriate or incorrect messages on the PTRN or other public list serves using district credentials. The ITS uses district resources for personal and/or commercial communication outside of district regulation. Spoken language is inappropriate and/or ungrammatical in professional settings. Written communications are grammatically incorrect and contain multiple misspellings. The ITS does not accept feedback or disputes feedback and does not engage in productive reflective conversation.	The ITS needs to be reminded of District and department policies and procedures The ITS occasionally sends emails to PTRN or other public lists with incorrect or inappropriate information. The ITS needs to be reminded regarding appropriate language in professional settings. Written communications occasionally need editing and correcting for clarity and appropriate written language. The ITS will engage in reflective conversation but often does not accept the feedback as indicative of needing some improvement.	The ITS adheres District and department policies and procedures. The ITS responds appropriately to PTRN and other District lists with accurate language. The ITS continually uses appropriate language in professional settings. Written communications are clear and concise. The ITS engages in productive reflective conversation and appreciates feedback and dialog on improving their practice.	As described in Proficient, with the addition of: The ITS is proactive in asking for feedback and engages in reflection regularly. The ITS requests to review a PD outline or plan or lesson before delivery for feedback. After delivery, the ITS seeks out discussion to debrief and reflect. The ITS proactively sends critical emails or documents for review by peers or supervisors.

Appendix I

Psychologist Observation Rubric and Evidence

DOMAIN I: PLANNING AND PREPARATION

Domain 1: Planning and Preparation				
Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
1a: Demonstrating Knowledge of Content and Pedagogy	Limited knowledge of best practices is demonstrated relative to planning and preparation for comprehensive service delivery.	Some knowledge of best practices is demonstrated relative to planning and preparation for comprehensive service delivery.	Sufficient knowledge of best practices is demonstrated relative to planning and preparation for comprehensive service delivery.	Extensive knowledge of best practices is demonstrated and applied across stakeholders and settings.
<i>Evidence/Examples</i>	<p><i>SP provides generic behavioral strategies that lack research support and have limited relevance to the presenting problem.</i></p> <p><i>SP displays limited to no knowledge of the big ideas in reading and student assessment results provide little guidance for the identification of research-based literacy practices.</i></p>	<p><i>SP shares some behavioral support strategies but not in sufficient detail to enhance knowledge and implementation.</i></p> <p><i>SP can name the big ideas in reading but lacks sufficient knowledge to explain these concepts and student assessment results are linked to general literacy practices with limited research support.</i></p>	<p><i>SP shares examples of positive behavioral support strategies with team members to enhance their knowledge.</i></p> <p><i>SP explains big ideas in reading and links student assessment results to specific research-based literacy practices.</i></p> <p><i>Through instructional consultation with teacher/parent, SP describes the educational needs of a student who has been diagnosed with Autism.</i></p>	<p><i>SP uses functional behavioral assessment (FBA) data gathered from multiple sources and provides team members with positive behavioral support strategies that enhance their knowledge and are linked to the function of the behavior.</i></p> <p><i>SP shows extensive knowledge of the big ideas in reading and can communicate these ideas in understanding language.</i></p> <p><i>Student assessment results are directly linked to specific research-based literacy practices and include guidelines for systemic intervention implementation.</i></p>
1c: Setting Service Delivery Outcomes/Setting Instructional and Service Delivery Outcomes	Limited knowledge of assessment results in poorly defined goals that are difficult to measure and are not aligned with PA Academic Standards. Data sources do not inform instruction and/or result in enhanced teacher quality and classroom practice.	Partial knowledge of assessment results in inconsistently defined goals that may or may not align with PA Academic Standards. Data sources may or may not inform instruction and/or result in enhanced teacher quality and classroom practice.	Sufficient knowledge of assessment results in well-defined goals that are student-friendly, measurable and aligned with PA Academic Standards. Data sources are used to make recommendations to inform instruction.	Extensive knowledge of assessment results in well-defined goals that are student-friendly, measurable and aligned with PA Academic Standards. Data sources consistently inform instruction and/or result in enhanced teacher quality and improved student achievement.

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
<i>Evidence/Examples</i>	<p><i>SP gathers data that does not have adequate technical properties (e.g., reliable and valid) and does not provide analysis to inform instructional decisions.</i></p> <p><i>SP is unaware of how to access the Algebra CDT's and can't create measurable goals for special education students.</i></p>	<p><i>SP gathers DIBELS Next data, but provides a basic analysis of how it relates to the development of Kindergarten reading skills.</i></p> <p><i>SP provides limited analysis of student performance on the Algebra CDT's to create measurable goals in Algebra.</i></p>	<p><i>SP gathers and analyzes DIBELS Next data to help inform instructional changes in Kindergarten in the area of phonological awareness.</i></p> <p><i>SP assists special education teachers with analysis of student performance on the Algebra CDT's to create measurable goals in Algebra and identify prerequisite skill needs.</i></p> <p><i>SP consults with special education teacher relative to students with intellectual disabilities and their IEP progress toward PA academic standards.</i></p>	<p><i>SP conducts data analyses of DIBELS Next data to determine the expected rates of increase for students in Tier 2 to determine the effectiveness of selected interventions.</i></p> <p><i>SP creates a bank of measurable goals in Algebra and associated prerequisite skill based on analysis of current and past Algebra CDT's and common core standards.</i></p>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
1f: Designing Student Assessments	SP is not able to identify assessment methods and measures that are congruent with instructional outcomes for students.	SP is able to identify whether some instructional outcomes were attained via the use of appropriate methods and measures.	SP is able to identify whether the majority of instructional outcomes were attained via the use of appropriate methods and measures and recommend appropriate adaptations for groups of students.	SP's approach to assessment is fully aligned with instructional outcomes for both content and process. Assessment methodologies have been adapted for individual students as needed.
<i>Evidence/Examples</i>	<p><i>SP does not assist team with identifying an alternative assessment for an ESL student.</i></p> <p><i>SP is not able to assist a grade level team with identification of informal and formal formative assessment strategies (e.g., questioning, feedback, peer assessment, etc.) that may be incorporated within the planning and teaching process to monitor student progress toward instructional outcomes.</i></p>	<p><i>SP assists a classroom teacher with developing clear, student-friendly and measurable learning objectives for the entire class.</i></p> <p><i>SP is able to assist a 2nd grade team with determining whether they reached their grade level oral fluency goal but does not know how to help them assess whether they reached their grade level math goal.</i></p>	<p><i>SP assists a special education teacher with identifying multiple brief measures that can be used monthly to assess whether a group of students with severe difficulties in phonics are making progress.</i></p> <p><i>SP is able to assist an emotional support and general education teachers identify appropriate ways to measure a decrease in meltdowns and increase in replacement behaviors across settings for a small group of students who are working on these issues.</i></p>	<p><i>SP works with ESL and grade level teachers to identify a continuum of informal and formal measures to assess whether an English Language Learner moved from L1 to L2 and instructional strategies that are resulting in his progress.</i></p> <p><i>SP works with a teacher and student who is mentally gifted to empower the student to design his/her own authentic, real-world application/assessment so that the student can demonstrate mastery of newly taught and learned problem-solving skills.</i></p>

DOMAIN II: THE ENVIRONMENT

Domain 2: The Environment				
Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
2a: Creating an Environment of Respect and Rapport	<p>Interactions with clients are characterized by limited rapport, conflict and tension. Mutual trust and collaboration are not evidenced.</p> <p>There is no acknowledgment of factors related to culture or religion that may impact interaction and relational trust.</p>	<p>Interactions with clients are characterized by some rapport, mutual respect and limited conflict/relational tension.</p> <p>The establishment of mutual trust and collaboration is in process. There is awareness of religious and/or cultural factors that may impact the establishment of trust and relational issues.</p>	<p>Interactions with clients are characterized by adequate rapport, confidentiality and mutual respect.</p> <p>SP pro-actively and consistently attempts to establish a safe, positive and respectful climate.</p>	<p>Interactions with clients are characterized by high levels of rapport, confidentiality and mutual respect.</p> <p>SP pro-actively works with other professionals in the setting to establish a safe, positive and respectful climate and collect feedback to sustain and/or continue to improve the environment.</p>
<i>Evidence/Examples</i>	<p><i>SP is not able to establish rapport with students. It is very apparent that students feel uncomfortable in their presence.</i></p> <p><i>SP is openly disrespectful to others when not in agreement. SP demonstrates an inability or unwillingness to resolve conflicts.</i></p> <p><i>SP speaks in a manner, which completely confuses parents to the point in which parents frequently seek out other staff members for explanation.</i></p>	<p><i>SP is able to establish rapport with some students but not on a regular basis.</i></p> <p><i>SP can demonstrate the ability to handle conflicts at times but not consistently.</i></p> <p><i>SP can demonstrate the ability to speak to parents in a manner, which does not cause confusion; however, it is not demonstrated on a regular basis.</i></p>	<p><i>SP establishes rapport easily with students (e.g. students appear comfortable with SP).</i></p> <p><i>SP uses appropriate language when speaking with parents (no use of educational jargon).</i></p> <p><i>SP demonstrates respectful manner when there is disagreement.</i></p>	<p><i>Students often actively seek out the assistance of the SP on an ongoing basis and views the SP as part of their support system even after the initial reason for referral has been completed.</i></p> <p><i>SP is the orchestrator of bringing professionals/parents of differing opinions to a conclusion that is acceptable to all parties.</i></p> <p><i>SP speaks and acts in a manner, which quickly and easily establishes rapport and trust with parents.</i></p> <p><i>Parents actively seek out the support of the school psychologist for assistance regarding their children.</i></p>
Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
2c: Managing Classroom Procedures/Managing Procedures	<p>Significant service delivery time is lost due to inefficient routines and/or management of procedures, supplies, data, and data systems.</p> <p>There is not compliance with evaluation timelines, Chapter 14, 15 and 16 and IDEA regulations.</p>	<p>Some service delivery time is lost due to inconsistent maintenance of effective routines and/or management of procedures, supplies, data, and data systems.</p> <p>There is compliance with evaluation timelines, Chapter 14, 15, and 16 and IDEA regulations.</p>	<p>SP services are delivered with efficiency because there is adequate maintenance of routines, procedures, usage of data, and data systems.</p> <p>There is compliance with evaluation timelines, Chapter 14, 15, and 16 and IDEA regulations.</p>	<p>SP empowers clients to adhere to routines and procedures, maintain data, and data systems.</p> <p>There is compliance with evaluation timelines, Chapter 14, 15, and 16 and IDEA regulations.</p>
<i>Evidence/Examples</i>	<p><i>SP completely disregards school district policies related to threats and/or suicide in that there is an outright refusal to follow them or the policies are known to exist but the SP chooses not to familiarize themselves with the policies thereby putting the student at risk and the school district at risk for potential litigation.</i></p> <p><i>SP does not gather the information from the parties necessary to meet the requirements of the PA regulations as part of the multidisciplinary evaluation process.</i></p> <p><i>SP completely disregards re-evaluation/evaluation timelines with most or all cases even in cases in which there is potential or known litigation.</i></p>	<p><i>SP is familiar with school district policy in regard to threat/suicide assessment but does not follow it consistently.</i></p> <p><i>SP gathers information from the parties necessary to meet the requirements of the PA regulations as part of the multidisciplinary process but does not do so on a regular basis. SP is able to adhere to timelines associated with the re-evaluation/evaluation process in some cases but not the majority.</i></p>	<p><i>SP uses assessment protocols and adheres to policies related to threats and/or suicide.</i></p> <p><i>SP establishes clear procedures for gathering data from all relevant sources as part of the multidisciplinary evaluation process. SP monitors and adheres to re-evaluation timelines.</i></p>	<p><i>SP helped create the school district policy on threat/suicide assessment and/or frequently trains other staff on policy implementation.</i></p> <p><i>SP has designed or follows a clear, established procedure for accessing information as part of the multidisciplinary process. This is evidenced by a written process and non-psychological school staff being able to recite the process when asked.</i></p> <p><i>SP has adhered to the re-evaluation/evaluation timelines in ALL cases.</i></p>

DOMAIN III: DELIVERY OF SERVICE

Domain 3: Service Delivery				
Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
3a: Communicating with Students/Communicating with Students and Families	SP does not communicate and collaborate effectively with students and their families. There are a limited number of positive home-school partnerships. There is not a continuum of services that includes outreach and support to students and families.	SP collaborates with families, facilitates positive home-school partnerships and/or provides a continuum of services that includes outreach and support to families on an inconsistent basis.	SP collaborates with families, facilitates positive home-school partnerships and/or provides a continuum of services that includes outreach and support to families on a consistent basis.	SP effectively collaborates with families, facilitates positive home-school partnerships and/or provides a continuum of services that includes outreach and support to families on a consistent basis.
<i>Evidence/Examples</i>	<p><i>Students and families do not feel comfortable or supported by the SP.</i></p> <p><i>Student does not understand why they are meeting with the SP.</i></p> <p><i>SP has limited or no knowledge of community services and does not refer students and families for these services.</i></p>	<p><i>SP provides general recommendations for students and parents that do not take into account parents' cultural strengths, preferences and needs.</i></p> <p><i>SP communicates with students but sometimes uses language that students do not understand.</i></p> <p><i>SP has a general knowledge of community services and periodically refers students and families to some of these programs.</i></p>	<p><i>SP collaborates with a behavioral consultant and the family to develop a behavior plan that is based upon cultural strengths, preferences and needs.</i></p> <p><i>SP works with personnel from community agencies to identify and secure additional resources for a family who has a child with complex support needs.</i></p> <p><i>SP provides assistance to parents who are interested in learning more about how to increase achievement motivation.</i></p>	<p><i>SP designs and leads the implementation of a program to assist parents with managing their children's behavior, basing the plan on the parents' cultural strengths, preferences and needs.</i></p> <p><i>SP provides extensive liaison and coordination with community agencies to ensure that families of students with complex support needs receive needed services.</i></p> <p><i>SP engages others in contributing to the development of positive home-school relationships and practices in order to enhance service delivery outcomes.</i></p>
Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
3b: Using Questioning and Discussion Techniques/Using Data, Questioning, and Discussion and Consultation Techniques	SP does not provide consultation or use effective collaboration and oral/written communication strategies to enhance the quality and/or continuum of services.	<p>SP provides some consultation.</p> <p>SP facilitates some interdisciplinary collaboration and uses oral/written communication strategies to enhance the quality and/or continuum of service.</p> <p>Consistency in the quality of consultation and collaboration as it relates to service delivery is improving.</p>	<p>SP provides effective consultative services and facilitates interdisciplinary collaboration.</p> <p>Oral and written communication skills are adequately developed. There is consistency in the quality of consultation and collaboration as it relates to service delivery and outcomes.</p>	<p>SP provides highly effective consultative services and facilitates interdisciplinary collaboration.</p> <p>Oral and written communication skills are adequately developed. There is consistency in the quality of consultation and collaboration as it relates to service delivery and outcomes.</p> <p>SP builds individual and systems level capacity through consultation and collaboration.</p>
<i>Evidence/Examples</i>	<p><i>SP writes reports that fail to provide useful information or are difficult to understand by clients and school personnel.</i></p> <p><i>SP lacks skills and knowledge about principles of behavior change and consequently is not a part of the positive behavioral support team.</i></p> <p><i>SP does not invite questions or feedback from a group of students they are counseling.</i></p> <p><i>SP does not offer consultation with classroom teachers regarding classroom management strategies.</i></p>	<p><i>SP writes reports that include recommendations for intervention that have marginal utility, and/or often uses difficult-to-understand language (e.g., professional jargon).</i></p> <p><i>SP is periodically involved in positive behavior support team meetings, but offers few useful contributions to the process.</i></p> <p><i>SP sometimes asks questions or invites feedback that results in deeper understanding.</i></p> <p><i>SP offers consultation with classroom teachers regarding classroom management strategies, but is ineffective and consultation does not result in a positive change within the classroom.</i></p>	<p><i>SP writes reports and offers recommendations that are understood by clients and may be implemented.</i></p> <p><i>SP discusses how to develop school-wide rules during a positive behavioral support team meeting.</i></p> <p><i>SP collaborates with agency personnel, educators and the student's physician in an effort to integrate services and develop a comprehensive treatment plan.</i></p> <p><i>SP offers effective consultation with classroom teachers regarding evidence-based classroom management strategies, which results in a positive change within the classroom.</i></p>	<p><i>SP writes comprehensive reports that provide an in-depth understanding of the student in relation to academic and behavioral expectations and clearly link assessments to readily implementable interventions.</i></p> <p><i>SP provides leadership to the positive behavior support team (e.g., facilitating meetings, suggesting evidence-based practices, gathering and managing data on behavior).</i></p> <p><i>SP is an expert in consultation regarding evidence-based classroom management and results in system-wide adoption of those strategies that results in positive results for all children.</i></p>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
3e: Demonstrating Flexibility and Responsiveness	SP does not offer services that are prevention-oriented and/or responsive to existing individual or systems-level needs.	SP offers some services that are prevention-oriented and/or responsive to existing individual or systems-level needs.	SP offers services that are prevention-oriented and/or responsive to existing individual or systems-level needs on a consistent basis.	SP offers high-quality services that are prevention-oriented and/or responsive to existing individual or systems-level needs within the context of an interdisciplinary effort. The effectiveness and quality of services is routinely evaluated and refined.
<i>Evidence/Examples</i>	<i>SP is unaware of the school's crisis-response procedures. SP does not identify students who are at risk for drop-out and provides no services to them.</i>	<i>SP is aware of the school's crisis-response procedures, but does not participate on the school crisis team. SP identifies students who are at risk for drop-out and refers them for individual counseling and mentoring.</i>	<i>SP participates on school crisis team and consults with national association experts to inform the development of policies and procedures. SP provides individual counseling and mentoring to a student who is at-risk for school drop-out. SP helps analyze and interpret data to evaluate whether core and supplemental instruction is intensive enough for students who are at-risk for academic failure and offers recommendations for adjustments.</i>	<i>SP leads the school crisis team and consults with national experts and resources to inform the development of school-wide policies and procedures related to prevention, intervention, and postvention. SP investigates and designs evidence-based counseling procedures for students who are at risk of dropping out and provides regular counseling and mentoring to said students.</i>

DOMAIN IV: PROFESSIONAL DEVELOPMENT & RESPONSIBILITIES

Domain 4: Professional Development/Professional Responsibilities				
Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
4c: Communicating with Families/Communicating with Stakeholders	SP demonstrates limited communication with stakeholders.	Effective written and oral communication skills and advocacy are inconsistently demonstrated with stakeholders.	Effective written and oral communication skills and advocacy are consistently demonstrated with stakeholders.	SP demonstrates highly effective communication and advocacy skills with stakeholders. These skills are used to facilitate team building, collective ownership and build capacity to enhance service delivery outcomes.
<i>Evidence/Examples</i>	<p><i>SP does not communicate with teachers that a PTE is being sent home because of a parent request.</i></p> <p><i>SP does not communicate with staff members following a crisis.</i></p> <p><i>SP does not respond to parents request for feedback of an Evaluation Report.</i></p>	<p><i>SP responds to request from families to review evaluation procedures.</i></p> <p><i>SP inconsistently communicates with staff members regarding due dates of multidisciplinary evaluations.</i></p> <p><i>SP inconsistently returns phone calls and emails to stakeholders.</i></p>	<p><i>SP disseminates an article related to bullying-prevention strategies in response to building-wide staff concerns.</i></p> <p><i>SP contacts the family and discusses the need for the evaluation before sending the permission to evaluate home.</i></p> <p><i>SP writes clear, parent/teacher- friendly and easy-to-understand evaluation reports.</i></p>	<p><i>Following a crisis, school psychologist provides a continuum of evidence-based support to stakeholders.</i></p> <p><i>SP regularly provides after-school sessions regarding assessments and evaluation for families to insure that they have complete understanding of the evaluation process and includes their input and recommendations.</i></p>
Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
4f: Showing Professionalism	SP does not demonstrate school professionalism that is characterized by integrity and ethical conduct as per NASP and APA standards.	SP demonstrates inconsistent levels of school professionalism characterized by integrity and ethical conduct as per NASP and APA standards.	<p>SP demonstrates consistent levels of school professionalism characterized by integrity and ethical conduct as per NASP and APA standards.</p> <p>Clients are provided with high-quality services that are tailored to their needs.</p>	<p>SP demonstrates the highest level of school professionalism characterized by integrity and ethical conduct as per NASP and APA standards.</p> <p>Clients are provided with high-quality services that are tailored to their needs.</p> <p>Feedback from clients is routinely sought to evaluate school professionalism and recommendations for areas of improvement.</p>
<i>Evidence/Examples</i>	<p><i>SP openly discusses individual student concerns in the teacher faculty room during a common lunch period.</i></p> <p><i>SP manipulates data to appease parent or teacher concerns.</i></p> <p><i>SP uses out dated norm-referenced assessments, e.g., uses the WISC-III in place of the WISC-IV.</i></p>	<p><i>SP discusses within ear shot of others a student's individual needs.</i></p> <p><i>SP has limited role in resolving parent and/or teacher dissention.</i></p> <p><i>SP evaluation reports include repeated score calculation errors.</i></p>	<p><i>SP handles parent and/or teacher dissention with honesty, integrity and a willingness to work toward resolution.</i></p> <p><i>SP volunteers to mentor the new school psychologist.</i></p> <p><i>SP reviews the NASP ethical standards when faced with evaluating a student from a family who they know personally.</i></p>	<p><i>SP provides supervision to intern and/or practicum student sensitive to the individual, professional development needs.</i></p> <p><i>SP takes an active leadership role in mediating a parent and/or teacher dissention.</i></p> <p><i>SP consistently produces evaluation reports that inform decision making and are considered to all stakeholders.</i></p>

Appendix J

Academic and Consulting Teacher Coach Observation Rubric and Evidence

DOMAIN I: PLANNING AND PREPARATION

Domain 1: Planning and Preparation

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
<i>Ic. Setting Instructional Outcomes</i>	<p>Goals represent low expectations for students & teachers</p> <p>Goals & action steps are vague and have not been broken down into manageable and measurable components</p> <p>Coaching sessions do not have a clear focus to target a specific area for the teacher</p>	<p>Goals represent a mixture of high and low expectations for students & teachers</p> <p>Most goals & action steps are vague and have not been broken down into manageable and measurable components</p> <p>Coaching sessions have an inconsistent focus and the conversation often goes off topic</p>	<p>Most goals represent high expectations for students & teachers</p> <p>Most goals & action steps are clear and have been broken down into manageable and measurable components</p> <p>Coaching sessions have a focus that is clear and continuous throughout the session</p>	<p>All goals represent high expectations for students & teachers</p> <p>All goals & action steps contain clear criteria, measures of success and have been broken down into manageable components</p> <p>Coaching sessions have a focus that is clear and continuous throughout the session</p> <p>The coaching sessions are framed using Danielson, academic standards and/or action steps</p>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
<i>Ie. Designing Coherent Instruction</i>	<p>No scaffolding or skill building is given along with the action step</p> <p>There is no progress monitoring of achieving action steps</p> <p>Does not provide teacher with concrete strategies to facilitate the implementation of action steps</p> <p>There is no closure of the coaching sessions to recap next steps or what the teacher is focusing on</p>	<p>Teachers are given action steps without spending time teaching them the skills needed to be successful in implementing it</p> <p>The coach inconsistently monitors progress toward achieving action steps.</p> <p>Does not provide teachers with concrete strategies to facilitate the implementation of action steps</p> <p>Does not share next steps with teacher and does not check for understanding</p>	<p>At least one strategy (role-play, co-teach, model, co-plan) is used for the purpose of transferring and retaining the skill</p> <p>The coach consistently monitors progress toward achieving action steps</p> <p>Sometimes provides teachers with concrete strategies to facilitate the implementation of action steps</p> <p>Shares next steps with teacher but does not consistently check for understanding</p>	<p>A variety of strategies (role-play, co-teach, model, co-plan) is used for the purpose of transferring and retaining the skill</p> <p>The coach consistently monitors progress toward achieving action steps and collects evidence to demonstrate sustained progress</p> <p>Progress is shared with the teacher</p> <p>Consistently provides teachers with concrete strategies to facilitate the implementation of action steps</p> <p>Consistently checks for understanding with the teacher before closing out the coaching session</p>

DOMAIN II: THE ENVIRONMENT

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
2b. Establishing a Culture for Learning	<p>The coaching relationship is characterized by a lack of accountability, commitment to growth, trust and respect</p> <p>The coaching is more about compliance than professional growth and development</p> <p>The teacher is not engaged in the process and there is little to no investment in his/her development</p>	<p>The coaching relationship is characterized by little accountability, commitment to growth, trust and respect</p> <p>The coach appears to be only "going through the motions" and the teacher is minimally involved in the process</p> <p>The coach has not created a culture where the teacher has the opportunity to ask questions or contribute to the process</p>	<p>The coaching relationship is characterized by accountability, commitment to growth, trust and respect</p> <p>The coach has created a culture where the teacher asks questions, shares thoughts and opinions and is an equal participant in the process</p>	<p>The coaching relationship is characterized by accountability, commitment to growth, trust and respect</p> <p>There is a culture of professional inquiry where the teacher initiates conversation and asks questions</p> <p>The coach has created a culture where the teacher feels comfortable taking intellectual risks and being vulnerable</p>
Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
2c. Managing Classroom Procedures	<p>Much coaching time is lost due to inefficient scheduling and ineffectively matching the coaching interaction with teacher need and school schedule</p> <p>Schedules are planned without consideration for what teachers on the caseload need for frequency of coaching</p> <p>The coach is not effective in managing time with teachers to accomplish the intended agenda</p> <p>There is little evidence that routines are established or followed for documentation, sharing feedback and communicating when necessary outside of coaching visits</p>	<p>Some coaching time is lost due to partially efficient scheduling and ineffective matching of the coaching interaction with teacher need and school schedule</p> <p>Schedules are planned with minimal consideration for what teachers on the caseload need for frequency of coaching</p> <p>Only some of the intended agenda is accomplished due to weak time management</p> <p>There is some evidence that routines are established or followed for documentation, sharing feedback and communicating when necessary outside of coaching visits</p>	<p>There is little loss of coaching time due to the coach engaging in the most high-impact coaching interaction given teacher need and school schedule</p> <p>Schedules are planned with consideration of teacher need for frequency of coaching</p> <p>The coach effectively manages time with teachers to accomplish most of the intended agenda</p> <p>Routines are implemented for documentation, sharing feedback as quickly as possible and communicating when necessary outside of coaching visits</p>	<p>Coaching time is maximized by engaging in the most high-impact coaching interaction given teacher need and school schedule</p> <p>Schedules are thoughtfully planned in response to teacher need for frequency of coaching and other factors</p> <p>The coach effectively manages time with teachers to accomplish the intended agenda</p> <p>Routines are implemented for documentation, sharing feedback as quickly as possible and communicating when necessary outside of coaching visits</p>
Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
2d. Managing Student Behavior	<p>Coach's response to the teacher is repressive or disrespectful of the teacher's dignity</p> <p>Responses to teacher indicates little to no understanding of building needs, teacher's level of skill and relationship dynamics</p> <p>Coach unsuccessfully adjusts approach (instructive, facilitative, collaborative) to conversation based on teacher response</p> <p>Does not make time to identify a root cause for an area of focus in the classroom</p>	<p>Responses to teacher indicate a surface level understanding of building needs, teacher's level of skill and relationship dynamics</p> <p>Coach attempts to adjust approach (instructive, facilitative, collaborative) to conversation based on teacher response</p> <p>Coach identifies the root cause for the teacher rather than helping the teacher self-identify</p>	<p>Coach's response to the teacher is sensitive to individual needs and respects the teacher's dignity</p> <p>Responses to teacher indicate an understanding of building needs, teacher's level of skill and relationship dynamics</p> <p>Coach successfully adjusts approach (instructive, facilitative, collaborative) to conversation based on teacher response</p> <p>Uses some questioning to help teacher self-identify a root cause for an area of focus in the classroom</p>	<p>Coach's response to the teacher is sensitive to individual needs and respects the teacher's dignity</p> <p>Coach successfully adjusts approach (instructive, facilitative, collaborative) to conversation based on teacher response</p> <p>Responses to teacher indicate a deep understanding of building needs, teacher's level of skill and relationship dynamics</p> <p>Uses focused lines of questioning to help teacher self-identify a root cause for an area of focus in the classroom</p>

DOMAIN III: DELIVERY OF SERVICE

Domain 3: Instruction

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
3a. Communicating with Students	<p>The conversation is not framed and does not have a clear focus</p> <p>The coach's spoken and written language is frequently unclear and incorrect</p> <p>The feedback is vague, verbose and/or not grounded in evidence</p> <p>The coach does not adjust communication medium, tone and approach</p> <p>The coach does not provide strategies to scaffold a teacher toward achieving an action step</p>	<p>The focus of the conversation is not framed</p> <p>Most of the coach's spoken or written language is clear and correct</p> <p>Some feedback is concrete but it is verbose in presentation and does not clearly reference evidence collected</p> <p>Coach attempts to adjust communication medium, tone and approach but is not consistent</p> <p>Coach occasionally provides strategies but mostly gives an action step without explicitly teaching the teacher how to achieve it</p>	<p>The coach clearly communicates the focus of the conversation to the teacher</p> <p>The coach's spoken or written language is clear and correct</p> <p>Concrete, concise feedback is provided and with some reference to evidence collected</p> <p>Coach makes adjustments to communication medium, tone and approach in response to teacher's needs</p> <p>Coach recommends specific strategies to the teacher but does not always explicitly teach the purpose</p>	<p>The coach clearly communicates the focus of the conversation and links it to the larger coaching goals for the teacher</p> <p>The coach's spoken or written language is clear and correct, anticipating possible teacher misunderstandings</p> <p>Concrete, concise and evidence-based feedback is provided</p> <p>Coach makes adjustments to communication medium, tone and approach in response to teacher's needs</p> <p>Explicitly teaches the purpose behind recommendations to implement specific strategies</p>

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
3b. Using Questioning and Discussion Techniques	<p>When the coach asks questions, they are of low cognitive challenge and are asked in rapid succession without ample wait time for the teacher's complete response</p> <p>The coach does the majority of the thinking for the teacher</p> <p>The coach does not engage the teacher in the reflective learning process nor encourage collaboration</p>	<p>While the coach may use some low-level questions, much of the time is spent with the coach doing the thinking for the teacher by telling him/her the answer</p> <p>The coach inconsistently provides adequate time for the teacher to respond to questions when they are posed</p> <p>The coach attempts to engage the teacher in the reflective learning process and to encourage collaboration but has uneven results</p>	<p>While the coach may use some low-level questions, he/she poses questions designed to promote teacher thinking and understanding</p> <p>The coach provides adequate time for the teacher to respond</p> <p>Probing questions are attempted to invite the teacher to deepen the reflective learning process</p> <p>The talk ratio is balanced and the coach uses a variety of questioning strategies to encourage collaboration from the teacher</p>	<p>The coach uses a variety or series of non-judgmental questions or prompts to challenge the teacher cognitively, advance high-level thinking and discourse, and promote metacognition</p> <p>Probing questions are successfully used to invite the teacher to deepen the reflective learning process</p> <p>The talk ratio in the coaching conversation is balanced and encourages collaboration and input initiated from the teacher</p>
3c. Engaging Students in Learning	<p>The learning experiences, materials and resources are poorly aligned with the coaching outcome</p> <p>There is no attempt to elicit teacher thinking when debriefing a lesson</p> <p>The coach reflects on the lesson for the teacher or tells him/her what the takeaways are from a model lesson</p>	<p>The learning experiences, materials and resources are partially aligned to the coaching outcome but require minimal thinking from the teacher</p> <p>There are some attempts to elicit teacher thinking when debriefing a lesson</p> <p>The coach attempts to get the teacher to reflect on the lesson or identify takeaways, but ends up doing the thinking for the teacher</p>	<p>Coach creates well-designed learning experiences to facilitate skill building for the teacher (including but not limited to: co-teaching, modeling with teacher taking notes, excellent classroom visits, etc)</p> <p>Scaffolded questions are used to elicit teacher thinking when debriefing a lesson</p>	<p>Coach creates well-designed learning experiences to facilitate skill building for the teacher (including but not limited to: co-teaching, modeling with teacher taking notes, excellent classroom visits, etc)</p> <p>With minimal prompting, the teacher takes the initiative when reflecting upon the use of new strategies or takeaways from model lessons</p>

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

Domain 4: Professional Responsibilities				
Component	0 Failing	1 Needs Improvement	2 Proficient	3 Distinguished
4a. Reflecting on Teaching	<p>The coach does not know whether a coaching session was effective or if it achieved intended outcomes, or the coach profoundly misjudges the success of the session</p> <p>The coach does not demonstrate ownership over what is in his or her locus of control by offering no suggestions for alternative actions</p> <p>The coach rarely implements techniques from professional development and is rarely receptive to coaching and feedback</p>	<p>The coach has a generally accurate impression of a coaching session's effectiveness and the extent to which it achieved intended outcomes</p> <p>The coach demonstrates minimal ownership over what is in his or her locus of control by making general suggestions about what could be improved</p> <p>The coach implements some techniques from professional development and is sometimes receptive to receiving coaching and feedback</p>	<p>The coach makes an accurate assessment of a coaching session's effectiveness and the extent to which it achieved intended outcomes by citing general references to support the judgment</p> <p>The coach demonstrates ownership over what is in his or her locus of control by making a few specific suggestions of what could be tried another time</p> <p>The coach implements techniques from professional development and is receptive to receiving coaching and feedback</p>	<p>The coach makes a thoughtful, accurate assessment of a coaching session's effectiveness and the extent to which it achieved intended outcomes by citing many specific examples</p> <p>The coach demonstrates ownership over what is in his or her locus of control and offers specific alternative actions, complete with the probable success of different courses of action</p> <p>The coach readily implements techniques from professional development and is receptive to receiving coaching and feedback</p>
Component	0 Failing	1 Needs Improvement	2 Proficient	3 Distinguished
4c. Communicating with Families	<p>The coach rarely provides appropriate, thorough and timely communication to most stakeholders (Director, PAR Pair, teacher, administrators, etc). It regularly takes more than 2 business days to respond to different forms of communication</p> <p>The coach's schedule is often inaccurate and is often submitted late</p> <p>Schedule changes are not appropriately communicated</p> <p>Numerous complaints received from school-based staff about the coach's professionalism in interactions with staff</p>	<p>The coach is sporadic providing appropriate, thorough and timely communication to most stakeholders (Director, PAR Pair, teacher, administrators, etc)</p> <p>It often takes more than 2 business days to respond to different forms of communication</p> <p>Coach's schedule is sometimes inaccurate and is often submitted late</p> <p>Schedule changes are not appropriately communicated</p> <p>Coach's interactions with school-based staff are inconsistently positive & professional</p>	<p>The coach communicates with most stakeholders (Director, PAR Pair, teacher, administrators, etc) in an appropriate, thorough and timely manner</p> <p>Most forms of communication are responded to within 2 business days</p> <p>Coach maintains an accurate schedule that is mostly submitted on time and schedule changes are almost always communicated appropriately</p> <p>Coach has positive and professional interactions with school-based staff</p>	<p>The coach communicates frequently with all stakeholders (Director, PAR Pair, teacher, administrators, etc) in an appropriate, thorough and timely manner</p> <p>All forms of communication are responded to within 2 business days</p> <p>Coach maintains an accurate schedule that is consistently submitted on time and appropriately communicates it when changes need to be made</p> <p>Coach has positive and professional interactions with school-based staff</p>

Appendix K

*MMS Rating Letter:
Next Steps for Needs Improvement Teachers/NTPEs*

MMS Rating Letter

Next Steps for Managing Needs Improvement Teachers/NTPEs

At the beginning or end of each semester, rating officers (Principals/APs/ECFCs) may be required to have MMS Rating Letter conferences with teachers/NTPEs that received an overall Needs Improvement (NI) Effectiveness rating on their Multiple Measure Summary (MMS) Report.

During this conference, the rating officer will meet with the Observee to discuss the Observee's MMS report and the relevant scores/feedback. This conference is the opportunity for Observees to submit additional evidence regarding their evaluations and possibly dispute their scores. **Observees have the right to bring PFT representation to this conference.** The MMS Rating Letter conference should occur within the first ten (10) school days of the subsequent rating period.

Ex. If a teacher received their MMS Rating Letter on the last day of the school year (Spring), the Principal should hold the MMS Rating Letter conference within the first 10 days from the start of the next school year (Fall).

First Notice to NI Teachers

When a teacher/NTPE is rated an overall Needs Improvement or Failing rating on their MMS report, they will promptly receive an MMS Rating Letter (via email) from the Office of Evaluation (in collaboration with the Offices of Teaching & Learning and Information Systems). This letter notifies the teacher/NTPE of their status and what next steps they can anticipate, from the implementation of a PIP to being on grounds for dismissal. **Every letter informs the teacher/NTPE that they are entitled to having an MMS Rating Letter conference to further discuss their results and review the implications.**

Second Notice to NI Teachers: Scheduling Conference

As advised by Labor Relations, we recommend rating officers send their NI teachers a memo notifying them of the intent to schedule the MMS Rating Letter conference. Rating officers should copy their Labor Relations representative on all communication related to the MMS Rating Letter conference to ensure Labor Relations can impactfully support. This is especially important if a teacher is on grounds for dismissal.

Teachers on Grounds for Dismissal

If a non-tenured teacher receives an overall Failing Effectiveness rating, they become on grounds for dismissal. The Principal must petition for the teacher's dismissal (recommend the teacher for termination) in order for the teacher to be terminated based on performance. If a Principal intends to petition for dismissal, the MMS Rating Letter conference is the time to formally let the teacher know.

MMS Rating Letter Conference

To ensure the MMS Rating Letter conference is properly conducted, the rating officer should confirm the following:

- Labor Relations representative has been notified of the conference and is present (if applicable)
- PFT representation for the teacher/NTPE is present (if so wished by the teacher/NTPE)
- Rating officer (Observer) and Observee discuss the evaluations referenced in the MMS Rating Letter
- Rating officer issues a summary of the conference to the Observee via email
- Labor Relations was copied on all communication, including the summary of the conference

This MMS Rating Letter conference should occur between the Needs Improvement teacher/NTPE and the rating officer that gave the teacher/NTPE that rating.

Ex. Teacher A was in School One for the 2016-17 school year. She was rated Needs Improvement on his End-of-Year MMS report. Teacher A was transferred to School Two for the 2017-18 school year. Despite Teacher A's new location, the Principal from School One is responsible for holding Teacher A's MMS Rating Letter conference.

For additional questions, please contact Labor Relations or the Office of Evaluation.

Template of 2018-2019 MMS Rating Letter sent to teachers/NTPE who received their 1st NI rating:



Dear <NAME>,

Your most recent rating was Needs Improvement. Based on your multiple measure rating in <Month, Year>, your Overall Effectiveness rating was <score>. Multiple measure ratings are comprised of several data points, including:

- 2018-19 Overall Formal Observation Score
- 2018-19 SLO Score, if applicable
- 2017-18 PVAAS (teacher-specific) Score, if applicable
- and 2017-18 SPP (building level) Score, if applicable.

Please follow the steps below to access your Multiple Measure Summary (MMS):

- Log into Cornerstone through the <https://www.philasd.org/login/>
- Hover over **PERFORMANCE** > click **Performance Tasks** > click **My Personal Reviews**
- Your most recent MMS will be listed with the title "2018-2019 [rating period] Teacher Multiple Measures Summary"
- Click on the **title** of the review, or task, to download your MMS report (if the review does not automatically appear, check the Downloads folder on your desktop).

This is your first Needs Improvement rating. For the duration of the subsequent rating period, [insert next rating period/year], your development will be guided by a Professional Improvement Plan (PIP).

Please be advised that, under Act 82, if you receive a second Needs Improvement rating that meets the following criteria, it will **automatically** be converted to a Failing rating:

1. The second Needs Improvement is in the same certification area as the first Needs Improvement.
2. The second Needs Improvement rating is within 10 years of the first Needs Improvement rating.

A Failing rating for a non-tenured teacher is grounds for dismissal. A Failing rating for a tenured teacher results in that teacher being placed in the Peer Assistance and Review (PAR) program.

In order to support your development, a Performance Improvement Plan (PIP) will be put in place.

- If you received a Proficient observation rating, your PIP will be administered by your principal and will be discussed in the conference mentioned below.
- If you received a Needs Improvement or Failing observation rating, your PIP will be administered by an Academic Coach, who will be assigned to you within 1-2 weeks of the start of the school year.

Unsatisfactory - Failing: 0.0 - 0.49

Satisfactory - Needs Improvement: 0.5 - 1.49

Satisfactory - Proficient: 1.5 - 2.49

Satisfactory - Distinguished: 2.5 - 3.0

Your principal will schedule a formal conference with you to discuss your rating. You have the right to bring union representation to this conference. At this conference, your rating officer will explain your scores and you will have the opportunity to ask questions and discuss evidence in support of or contrary to the rating. This conference should occur within 5-10 **school days** from receipt of this letter (by September 6, 2019 at the latest).

To address some of the questions you may have after receiving this letter, please consult the 2018-19 Educator Evaluation Handbook:

(https://drive.google.com/file/d/1EjVEEfpawAUNV9SHVsm-ho_LmW2JWBm/view?usp=sharing). Pages 30-33 specifically explain the Multiple Measure Summary and performance plans.

Thank you,
The Office of Leadership Development and Evaluation

Appendix L

Glossary

The School District of Philadelphia employs many abbreviations to narrate the evaluation process and systems. Find commonly used abbreviations decrypted below:

AP - Assistant Principal
CONN - Connectedness
CSOD – Cornerstone OnDemand
ECFC – Early Childhood Field Coordinator
ELA – English Language Arts
ESOL – English to Speakers of Other Languages
EVAAS - Education Value-Added Assessment System
FfL or FFL - Framework for Leadership
MMS - Multiple Measure Summary
MTSS - Multi-tiered System of Support
NI – Needs Improvement
NTPE - Non-Teaching Professional Employees*
OBS - Observation
PBIS - Positive Behavioral Interventions and Supports
PDE - Pennsylvania Department of Education
PIP - Performance Improvement Plan
PSLO - Principal Student Learning Objectives
PSSA - Pennsylvania System of School Assessment
PVAAS - Pennsylvania Value-Added Assessment System
RV - Roster Verification
SAS - Standards Aligned System
SPP - School Performance Profile
TPE - Temporary Professional Employees
UNSAT – Unsatisfactory

***Non-teaching Professional Employees**

As defined by Act 82, a non-teaching professional employee, or NTPE, is “a person who is an education specialist or a professional employee or temporary professional employee who provides services other than classroom instruction.”

All school leaders observe one or more groups of NTPes. Early Childhood Field Coordinators may observe Pre-K Instruction Specialist and Special Needs Coordinators. Principals and Assistant Principals observe school-based nurses and counselors.

Other NTPes provide support to school teams (teachers and leaders) as well. See below for a full-list of non-teaching professional employees:

- Coach – Academic Coach/Consulting Teacher
- Coach – PreK Instructional Specialist
- Additional Coaches
- Ed-Tech Coaches
- Instructional Specialists - Special Ed/Special Needs Coordinators
- Nurses
- Occupational/Physical Therapist (OT/PT)
- Social Workers
- Psychologists
- Counselors



**If you have any outstanding Evaluation questions,
please do not hesitate to contact the Office of Evaluation at
effectiveness@philasd.org.**

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