



**Educator Evaluation**  
**Gradual Implementation Guidebook**

Version 1.0

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## Introduction

### Background

The previous Portland evaluation and professional growth system does not adequately identify excellent educators and specialists, support all educators and specialists with appropriate professional growth opportunities, or provide them with regular and meaningful feedback. Therefore, both the district and the Portland Education Association (PEA) identified a new evaluation and professional growth system as critical to supporting student learning and professional growth. This system will serve as the districtwide evaluation and professional growth system for educators and specialists.

In the fall of 2010, Portland Public Schools applied for and was awarded a School Improvement Grant (SIG) for Riverton Elementary School. The following year East End Community School was also awarded a School Improvement Grant (SIG). A portion of the money from these grants was designated to develop and test an educator evaluation and professional growth system that includes both measures of educator practice and student performance. Together with the Consortium for Educational Change (CEC), an educator evaluation and professional growth design team has begun to develop this system.<sup>1</sup>

### Portland Educator Evaluation and Professional Growth Design Team

Portland Public Schools assembled a joint committee to make decisions regarding the design and implementation of the educator evaluation and professional growth system. Portland's Design Team consists of educators, building administrators, and district officials. Educator representatives on the Design Team were appointed by the Portland Education Association; administrators were appointed by the Portland Administrator Association and the superintendent. The committee has been convening and expanding since September 20, 2010, and will continue to meet through the implementation and refinement of the evaluation and professional growth system. The following individuals currently serve on the committee:

Kathleen Casasa, President, Portland Education Association  
Caroline Foster, Educator, Lyman Moore Middle School  
David Galin, Chief Academic Officer  
Marcia Gendron, Principal, East End Community School  
Bernadette Gratto, District Mentoring and Induction Coordinator  
Cecilia Joyce, Educator, East End Community School  
Jeanne Malia, Principal, Riverton Elementary School  
Kathy Mercier, Educator, Riverton Elementary School  
Markos Miller, Educator, Deering High School  
Sue Olafsen, Compensation Coordinator Educator Leader  
Lynn Provencher, Educator, Reiche Elementary School  
Amanda Rowe, Lead Nurse, Portland Public Schools  
Suellyn Santiago, Assistant Principal, Lincoln Middle School  
Kate Theriault, School Improvement Grant Coordinator  
Valerie Vassar, Educator, Hall Elementary School

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<sup>1</sup> Though the district is required to develop a system for evaluating professional staff covered by both the Portland Education Association's collective bargaining agreement and the Portland Administrator Association's collective bargaining agreement, this guidebook addresses only the educator evaluation and professional growth system.

## Portland Educator Evaluation and Professional Growth System: Vision and Core Beliefs

The work of the Design Team has been driven by a **vision** of an educator evaluation and professional growth system that 1) incorporates student achievement and growth, 2) supports the work of educators, 3) helps in further developing a collaborative relationship between educators and administrators, and 4) is a transparent objective process.

Inherent in this vision are the Design Team’s shared values and expected outcomes.

The following **shared values** provide a foundation for this improved evaluation and professional growth system:

1. We value student learning.
2. We value professional learning.
3. We value the work of all staff in supporting student learning.
4. We value professional standards as the core of instructional and administrative practice.
5. We value multiple measures of student growth and proficiency.
6. We value peer support as we work to improve student learning.
7. We value collaboration and inclusive planning.
8. We value transparency and clarity in expectations and process.
9. We value ongoing reflection and review of this system.

By implementing an improved evaluation and professional growth system based upon this vision and these shared values, Portland Public Schools should achieve certain **expected outcomes**. The evaluation and professional growth system will ensure that there are improvements in student learning, supports for educators, and a shared accountability for student learning.

In addition to the vision and expected outcomes of this model, **three core beliefs** about an improved educator evaluation and professional growth system guide the work:

**In addition to these shared values, three core beliefs about an improved educator evaluation and professional growth system guides the work:**

- 1) **An effective evaluation and professional growth system helps us provide our students with effective educators.** Research tells us effective educators make the biggest impact on the quality of our students’ educational experiences. We need to do everything we can to give all our educators the support they need to do their best work, because when they succeed, our students succeed. With effective evaluation and professional growth systems, we can identify and retain effective educators, provide useful feedback and support, and intervene when educators consistently perform poorly.
- 2) **Educators are professionals, and our evaluation and professional growth system reflects that.** Unfortunately, current evaluations treat educators like interchangeable parts—rating nearly all educators good or great and failing to give educators the accurate, useful feedback they need to do their best work in the classroom. This evaluation and professional growth system gives educators regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We are committed to fair, accurate, and consistent evaluations, based on multiple factors that paint a complete picture of each educator’s success in helping students learn.

- 3) **This evaluation and professional growth system gives regular and meaningful feedback to help our educators improve their practice.** Novice and veteran educators alike can look forward to detailed, constructive feedback, tailored to the individual needs of their classrooms, educators, and students. Educators and trained evaluators will meet regularly to discuss successes and areas for improvement, set professional goals, and create an individualized professional growth plan to meet those goals.

## Design and Implementation

### Layers of Work

Multiple ongoing layers of work are currently underway. The intent of the evaluation and professional growth system is to combine both educator practice and student growth measures. For the purpose of this document and planning, however, the work has been divided into two branches: the educator practice portion and the student growth portion. To ensure that feedback from educators and evaluators is used to refine the process before full implementation, there will be a trial and implementation phase for both the educator practice and student growth portions. The planning, implementation, and monitoring processes of the evaluation and professional growth system are described below.

### Cohort 1 Schools

Cohort 1 schools include Riverton, Reiche, and East End schools.

### Cohort 1 Timeline

**Figure 1** follows the trajectory for the educator practice portion and **Figure 2** follows the trajectory for student growth measures for Cohort 1. **Figure 3** details the trial and full implementation phases for Cohort 1.

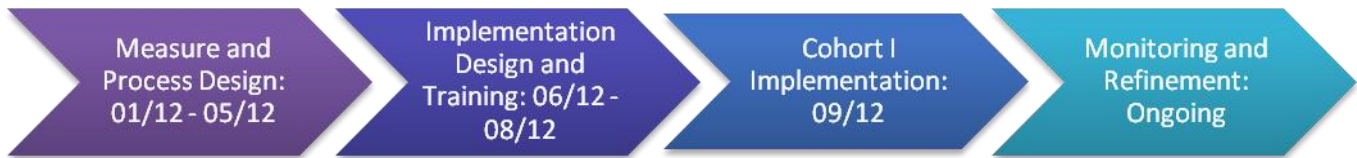
**FIGURE 1:** Educator Practice Protocol Design, Implementation, and Monitoring Schedule for 2011-12.



Educators in Cohort 1 schools will begin a trial implementation of the educator practice tool and process starting in the spring of 2012. These schools include Riverton, Reiche, and East End. Meaningful supports will be provided to educators and specialists during the trial implementation, but no official assistance process will be provided during this phase. During this trial implementation, the Design Team will solicit feedback from both evaluators and educators to refine the system. Summative ratings will not impact employment decisions during this trial implementation.

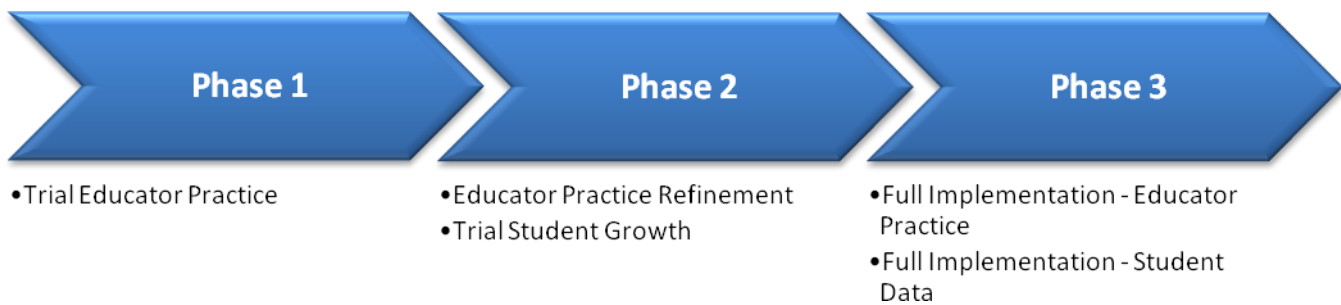
Since the evaluation and professional growth system will include measures of both educator practice and student growth, Cohort 1 schools will begin a trial implementation of student growth metrics for use in educator evaluations starting in September 2012. See **Figure 2** below for the student growth metric design, implementation, and monitoring schedule.

**FIGURE 2:** Student Growth Metric Design, Implementation, and Monitoring Schedule for 2012



**Figure 3** below outlines the three phases of the trial and full implementation schedule for Cohort 1 schools.

**FIGURE 3:** Measures of Educator Practice and Student Growth in Each Implementation Phase for Cohort 1 Schools



Cohort 1 schools will begin full implementation of the entire system in the 2013-2014 SY, as shown in **Figure 3** above. The assistance process will also start in 2013-14 SY.

### Cohort 2

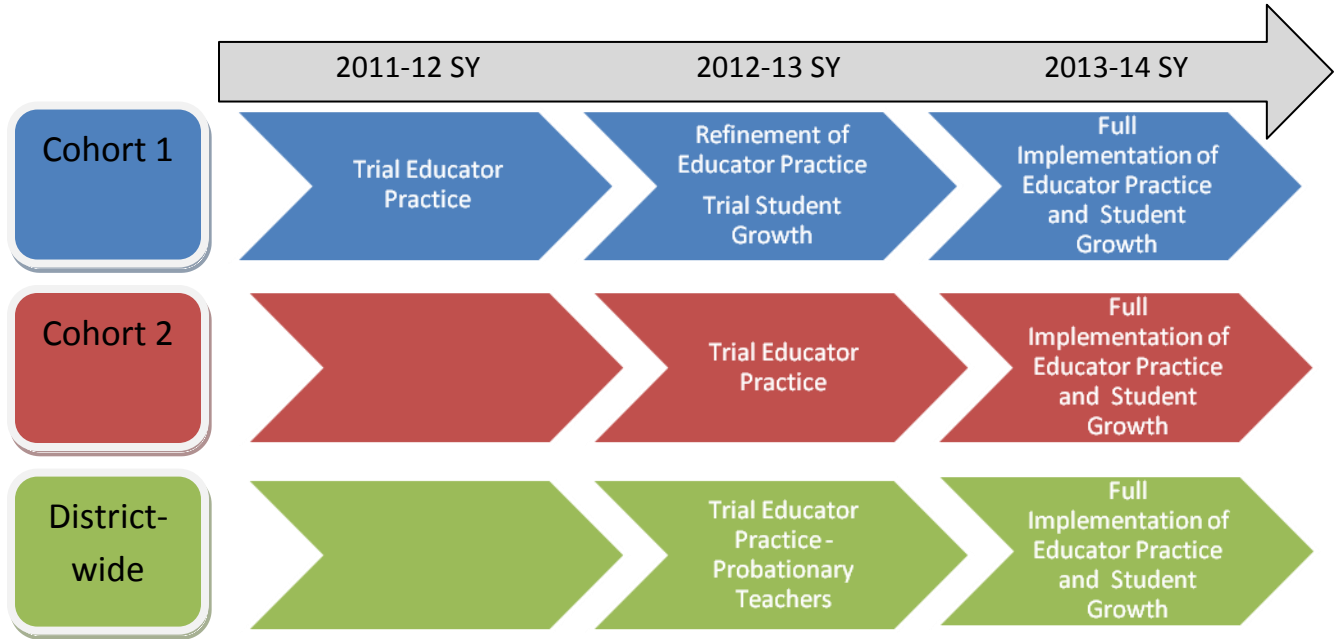
Educators in Cohort 2 schools will begin a trial implementation of the educator practice tool and process in the 2012-2013 SY. Cohort 2 schools will be determined based upon capacity and readiness and will be announced by the end of 2011-2012 SY. Cohort 2 schools will include at least one elementary school, one middle school, and one high school. During this trial implementation all educators in these schools will participate, and the summative ratings will not impact employment decisions for continuing contract educators.

### Districtwide Implementation

The schools within Cohorts 1 and 2 will serve as a learning space for the evaluation and professional growth refinement. All schools within the district will be trained in *The Portland Framework for Teaching*, beginning in 2012-13 SY. All schools throughout the district will also begin implementation of the evaluation and professional growth system, consisting of both measures of student growth and educator practice, starting in the 2013-2014 SY. See **Figure 4** below for the complete implementation schedule for all cohorts and the district.



**FIGURE 4:** Full Implementation Schedule for Portland Public Schools



### Summative Evaluation Score and Employment Decisions

During the trial implementation, summative evaluation score will not impact employment decisions for continuing contract educators.

Beginning in 2013-14 SY, summative evaluation scores, which will include measures of educator practice and student growth, will impact employment decisions for both probationary and continuing contract educators.

### Portland Educator Evaluation and Professional Growth System: Overview

#### Portland Educator Evaluation and Professional Growth System

The educator evaluation and professional growth system consists of measures of both educator practice and student growth.

Educator practice will be assessed according to *The Portland Framework for Teaching*, as described in **Table 1** and Part 1: Educator Practice, as shown below. The standards identified in Charlotte Danielson’s *Enhancing Professional Practice* provided the example for Portland’s system. The *Danielson Framework* is used by districts nationwide, is research-based, and extensively covers the educator’s many roles. The educator practice parts of the summative evaluation will be implemented and further modified throughout the trial implementation phase based upon feedback from educators and evaluators (see timelines in the Design and Implementation section).

The student growth part of the summative evaluation will use multiple measures of student achievement and growth in order to capture educator impact on student learning.

Additionally, a review panel comprised of members appointed by the PEA and the district administration will oversee the system. Their responsibilities, roles, and appointment process will be further outlined by August 1, 2012.

## Collection of Evidence

The evaluation and professional growth system will include a rigorous evaluation and professional growth cycle in which evaluators and educators speak regularly about their practice. During the evaluation and professional growth cycle, evaluators will collect at least nine pieces of evidence related to the full range of educator practice, as captured in *The Portland Framework for Teaching*. This evidence will include an observation cycle and may include but is not limited to classroom walk-throughs, student materials, parent communication, surveys, and team meeting performance. Evidence will be collected multiple times throughout the year, and probationary educators will engage in observation cycles more frequently than their non-probationary counterparts. Any collection of evidence will be paired with written feedback.

## Educator Performance Levels

*The Portland Framework for Teaching* describes a spectrum of educator performance that includes four performance levels: unsatisfactory, novice/needs improvement, proficient, and excellent. Educators in Portland's Cohort 1 schools will receive a summative evaluation score in one of these four categories starting in the spring of 2012. This summative evaluation score will only be based upon educator practice data and will not impact employment decisions until 2013-14 SY for continuing contract educators.

## Part 1: Educator Practice

### *The Portland Framework for Teaching: Overview*

*The Portland Framework for Teaching* is based upon the *Charlotte Danielson Framework for Teaching* and represents the rubric describing educator practice. The *Danielson Framework* accurately captures the complexities of the profession.

*The Portland Framework for Teaching* is organized around four domains that represent distinct aspects of teaching: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Within each domain are components and elements that identify skills and knowledge associated with that particular domain. For instance, six components make up the Planning and Preparation domain, specifically: Demonstrating Knowledge of Content and Pedagogy, Knowledge of Students, Setting Instructional Outcomes, Demonstrating Knowledge of Resources, Designing Coherent Instruction, and Designing Student Assessments. Together, these components describe the skills or knowledge associated with an educator's competency in that particular domain. See **Table 1** below for all of the Framework's components and their associated domains.

**TABLE 1:** *The Portland Framework for Teaching: Domains and Components Overview*

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1d. Demonstrating Knowledge of Resources 1e. Designing Coherent Instruction 1f. Designing Student Assessments	2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Learning 2c. Managing Classroom Procedures 2d. Managing Student Behavior 2e. Organizing Physical Space
Domain 4: Professional Responsibilities	Domain 3: Instruction
4a. Reflection on Teaching 4b. Maintaining Accurate Records 4c. Communicating with Families 4d. Participating in a Professional Community 4e. Growing and Developing Professionally 4f. Showing Professionalism	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness

*The Portland Framework for Teaching* rubric describes each of the specific skills and knowledge for each component across the four performance levels and is found in the Implementation Toolkit.

The *Danielson Framework for Teaching* further breaks down the complex art and craft of teaching. Each component is divided into several elements for a total of 76 elements across the 22 components. For example, Component 3a, Communicating with Students, is comprised of four elements: Expectations for Learning, Directions and Procedures, Explanations of Content, and Use of Oral and Written Language. While *The Portland Framework for Teaching* uses component-level rubrics for ease during the observation cycle and collections of evidence, the Implementation Toolkit contains an outline of the *Danielson Framework* including the 76 elements.

### Framework for Specialists: Overview

Similarly, several frameworks, based upon the *Danielson Framework*, outline the work of specialists such as instructional specialists (e.g. math or literacy coaches), nurses, counselors, and librarians, and will be used to evaluate the work of these specialists throughout the district.

The organization of the Framework for Specialists mirrors that of the Framework for Teaching and is structured around four domains: Domain 1: Planning and Preparation, Domain 2: The Environment, Domain 3: Delivery of Services, and Domain 4: Professional Responsibilities. While the components, too, mirror those for educators, the components in each Framework for Specialists are tailored to the specific responsibilities of each group of specialists.

Portland Public Schools has identified several categories of specialists: instructional specialists, library media specialists, school counselors, school psychiatrists, nurses, therapeutic specialists, and social workers. Distinct rubrics have been

developed for each of these specialist groups. See the tables below, outlining the frameworks for each category of specialists.

**TABLE 2:** *The Portland Framework for Instructional Specialists and Component Overview*

<b>Domain 1: Planning and Preparation</b>	<b>Domain 2: The Environment</b>
1a. Demonstrating Knowledge of Current Trends 1b. Demonstrating Knowledge of School’s Program 1c. Establishing Goals for the Support Program 1d. Demonstrating Knowledge of Resources 1e. Planning the Instructional Support Program 1f. Developing an Evaluation Plan	2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Instructional Improvement 2c. Establishing Clear Procedures for Access to Supports 2d. Maintaining Norms of Behavior 2e. Organizing Physical Space
<b>Domain 4: Professional Responsibilities</b>	<b>Domain 3: Delivery of Service</b>
4a. Reflecting on Practice 4b. Preparing and Submitting Budgets and Reports 4c. Coordinating Work with Other Specialists 4d. Participating in a Professional Community 4e. Engaging in Professional Development 4f. Showing Professionalism	3a. Collaborating with Teachers 3b. Engaging Teachers in Learning 3c. Sharing Expertise 3d. Locating Resources for Teachers 3e. Demonstrating Flexibility and Responsiveness

**TABLE 3:** *The Portland Framework for Library Media Specialists and Component Overview*

<b>Domain 1: Planning and Preparation</b>	<b>Domain 2: The Environment</b>
1a. Demonstrating Knowledge of Literature and Current Trends 1b. Demonstrating Knowledge of School’s Program 1c. Establishing Goals for the Library/Media Program 1d. Demonstrating Knowledge of Resources 1e. Planning the Library/Media Program 1f. Developing an Evaluation Plan	2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Investigation and Love of Literature 2c. Establishing and Maintaining Library Procedures 2d. Managing Student Behavior 2e. Organizing Physical Space
<b>Domain 4: Professional Responsibilities</b>	<b>Domain 3: Delivery of Service</b>
4a. Reflecting on Practice 4b. Preparing and Submitting Budgets and Reports 4c. Communicating with the Larger Community 4d. Participating in a Professional Community 4e. Engaging in Professional Development 4f. Showing Professionalism	3a. Maintaining and Extending the Library Collection 3b. Collaborating with Teachers 3c. Engaging Students 3d. Assisting Students and Teachers in the Use of Technology 3e. Demonstrating Flexibility and Responsiveness

**TABLE 4:** *The Portland Framework for School Counselors and Component Overview*

<b>Domain 1: Planning and Preparation</b>	<b>Domain 2: The Environment</b>
1a. Demonstrating Knowledge of Counseling Theory and Techniques 1b. Demonstrating Knowledge of Child Development 1c. Establishing Goals for the Counseling Program 1d. Demonstrating Knowledge of Regulations and Resources 1e. Planning the Counseling Program 1f. Developing an Evaluation Plan	2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Productive Communication 2c. Managing Routines and Procedures 2d. Establishing Standards of Conduct for Student Behavior 2e. Organizing Physical Space
<b>Domain 4: Professional Responsibilities</b>	<b>Domain 3: Delivery of Service</b>
4a. Reflecting on Practice 4b. Maintaining and Submitting Records 4c. Communicating with Families 4d. Participating in a Professional Community 4e. Engaging in Professional Development 4f. Showing Professionalism	3a. Assessing Student Needs 3b. Assisting Students and Teachers in Formulating Career Plans 3c. Using Counseling Techniques in Programs 3d. Brokering Resources to Meet Needs 3e. Demonstrating Flexibility and Responsiveness

**TABLE 5:** *The Portland Framework for School Psychologists and Component Overview*

<b>Domain 1: Planning and Preparation</b>	<b>Domain 2: The Environment</b>
1a. Demonstrating Knowledge and Skill in Evaluating Students 1b. Demonstrating Knowledge of Child Development and Psychopathy 1c. Establishing Goals for the Psychology Program 1d. Demonstrating Knowledge of Regulations and Resources 1e. Planning the Psychology Program 1f. Developing an Evaluation Plan	2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Positive Mental Health 2c. Establishing and Maintaining Referral Procedures 2d. Establishing Standards of Conduct 2e. Organizing Physical Space
<b>Domain 4: Professional Responsibilities</b>	<b>Domain 3: Delivery of Service</b>
4a. Reflecting on Practice 4b. Communicating with Families 4c. Maintaining Accurate Records 4d. Participating in a Professional Community 4e. Engaging in Professional Development 4f. Showing Professionalism	3a. Responding to Referrals and Consulting with Teachers and Administrators 3b. Evaluating Student Needs 3c. Chairing Evaluation Team 3d. Maintaining Contact with Physicians and Community Mental Health Service Providers 3e. Demonstrating Flexibility and Responsiveness

**TABLE 6: The Portland Framework for Nurses and Component Overview**

<b>Domain 1: Planning and Preparation</b>	<b>Domain 2: The Environment</b>
1a. Demonstrating Medical Knowledge 1b. Demonstrating Knowledge of Child and Adolescent Development 1c. Establishing Goals for the Nursing Program 1d. Demonstrating Knowledge of Regulations and Resources 1e. Planning the Nursing Program 1f. Developing an Evaluation Plan	2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Health and Wellness 2c. Following Health Protocols and Procedures 2d. Supervising Health Associates 2e. Organizing Physical Space
<b>Domain 4: Professional Responsibilities</b>	<b>Domain 3: Delivery of Service</b>
4a. Reflecting on Practice 4b. Maintaining Health Records 4c. Communicating with Families 4d. Participating in a Professional Community 4e. Engaging in Professional Development 4f. Showing Professionalism	3a. Assessing Student Needs 3b. Administering Medications to Students 3c. Promoting Wellness through Classes or Presentations 3d. Managing Emergency Situations 3e. Demonstrating Flexibility and Responsiveness 3f. Collaborating with Teachers

**TABLE 7: The Portland Framework for Therapeutic Specialists and Component Overview**

<b>Domain 1: Planning and Preparation</b>	<b>Domain 2: The Environment</b>
1a. Demonstrating Knowledge and Skill in Specialist Area 1b. Establishing Goals for Therapy Program 1c. Demonstrating Knowledge of Regulations 1d. Demonstrating Knowledge of Resources 1e. Planning the Therapy Program 1f. Developing an Evaluation Plan	2a. Establishing Rapport with Students 2b. Organizing Time Effectively 2c. Establishing and Maintaining Clear Procedures for Referrals 2d. Establishing Standards of Conduct 2e. Organizing Physical Space
<b>Domain 4: Professional Responsibilities</b>	<b>Domain 3: Delivery of Service</b>
4a. Reflecting on Practice 4b. Collaborating with Teachers and Administrators 4c. Maintaining an Effective Data Management System 4d. Participating in a Professional Community 4e. Engaging in Professional Development 4f. Showing Professionalism	3a. Responding to Referrals 3b. Developing and Implementing Treatment Plans 3c. Communicating with Families 3d. Collecting Information and Writing Reports 3e. Demonstrating Flexibility and Responsiveness

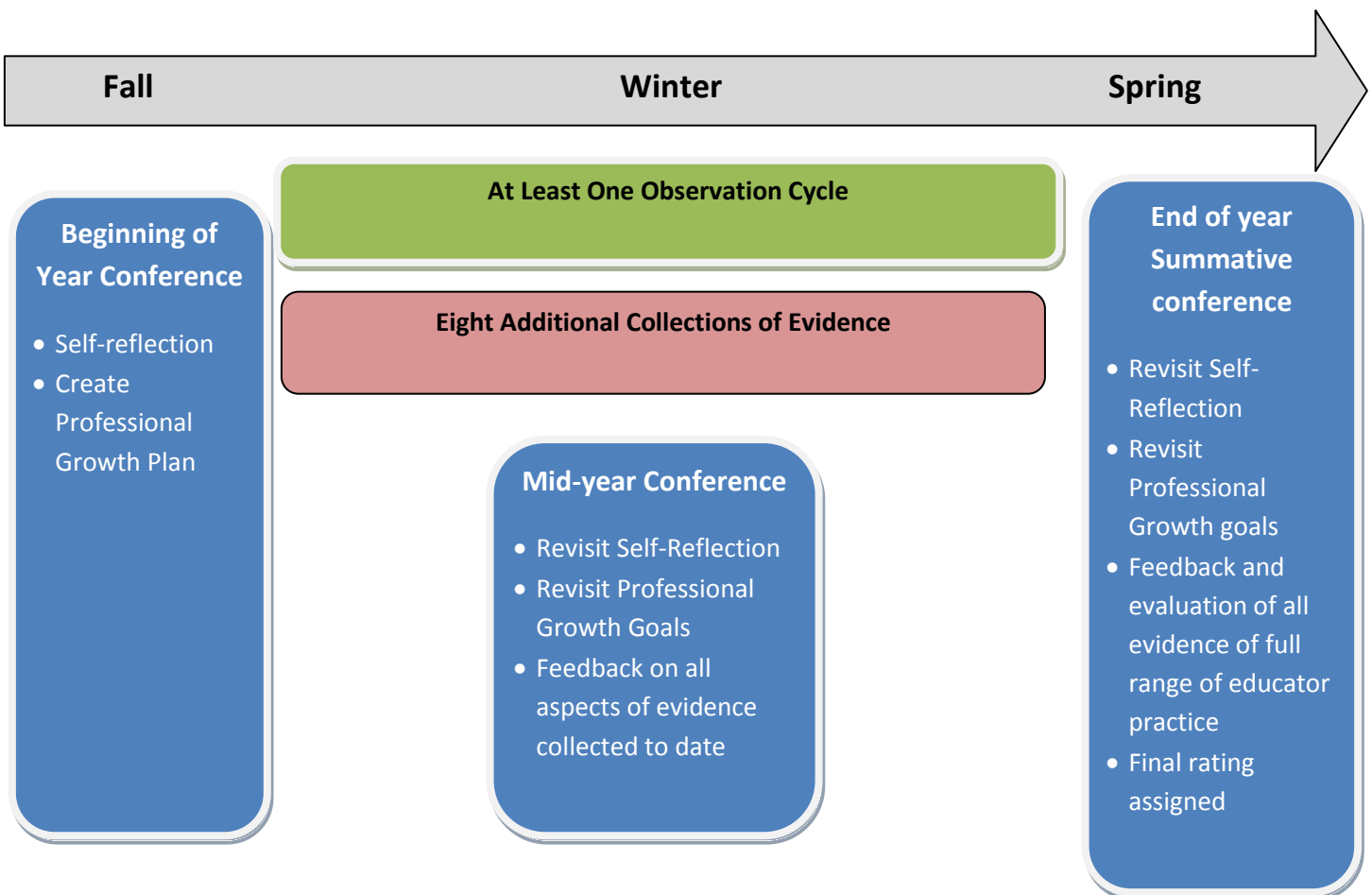
## Educator Practice

### Process Overview

An educator's practice will be assessed by an evaluator and will take into account all evidence collected throughout the year that describe the full range of educator practice.

The evaluation and professional growth cycle will begin with an educator's self-reflection in preparation for their Beginning of Year Conference. During the Beginning of Year Conference, an educator and an evaluator will discuss and draft two professional goals for that educator based upon the evaluator practice rubric. The educator's goals translate into that educator's Professional Growth Plan. The educator and evaluator will use that Professional Growth Plan throughout the year and will specifically revisit the document during a Mid-Year Conference and an End of Year Summative Conference. Furthermore, the educator and evaluator will participate in additional collections of evidence, including an observation cycle, in order to gauge and support that educator's progress.

**FIGURE 5:** Evaluation and professional growth Cycle



## Observation Cycle and Additional Collections of Evidence

An observation cycle will be announced and will include the beginning, middle, and end of a lesson. An observation cycle will also consist of a pre- and post-conference. Pre- and post- conferences will occur within five school days before and after the classroom observation. Both educator and evaluator will arrive to the conferences having completed appropriate paperwork, as found in the accompanying Implementation Toolkit. An educator must receive written feedback of any evidence collected before or during the post-conference.

Additional collections of evidence need not be announced. These additional collections of evidence can include: team meetings, committee work, school activities, parent meetings, home visits, and other school situations. Any additional collection of evidence **must** result in written documentation within 48 hours. The evaluator or educator may request a post-conference.

Continuing contract and probationary educators will participate in the same evaluation and professional growth process but will have a different number of observation cycles as detailed in **Figure 6**.

**FIGURE 6:** Number of Observation Cycles and Collections of Evidence Each Year

	Minimum Observation Cycles	Additional Collections of Evidence
Continuing Contract	1	8
Probationary Teachers	2	8

## Conferences

In addition to pre- and post- conferences during the observation cycle, each educator will have a beginning, middle, and end of year conference with the assigned evaluator. These conferences serve as a time to set professional goals, self-reflect on performance, and receive feedback on performance and progress towards goals. Besides serving a summative purpose, conferences should be formative in nature throughout the year. During conferences, evaluators and educators can have meaningful conversations surrounding educator performance that will help educators to improve their practice.

## Evidence Collection and Scoring

Collections of evidence, including the observation cycle, provide opportunities for evaluators to observe the full range of educator practice. There will be no summative rating assigned until all evidence is collected and analyzed at the end of the evaluation and professional growth cycle. However, evaluators are expected to provide specific and meaningful feedback on performance following all collections of evidence. **Any evidence that will be used for evaluation and employment decisions must be shared with the educator.** Written feedback from collections of evidence must 1) be identified as either from an observation cycle or an additional collection of evidence, 2) state any evidence collected, and 3) reference *The Portland Framework for Teaching*. For more information about scoring using *The Portland Framework for Teaching*, please see the scoring section of this guidebook and the *Implementation Toolkit*.



## Domains 1 and 4 Evidence Collection

Since evaluators can more accurately collect evidence of Domains 1 and 4 outside the classroom, educators and evaluators should also be proactive in presenting evidence of their proficiency in these areas. Pre- and post-conferences can be a valuable time to present and discuss additional evidence in these two domains.

1. Examples of evidence for Domain 1: Planning and Preparation include but are not limited to: lesson and unit plans; planned instructional materials; and activities, assessments and systems for record keeping.
2. Examples of evidence for Domain 4: Professional Responsibilities include but are not limited to: documents from team planning and collaboration, call-logs or notes from parent-educator meetings, and attendance records from professional growth or school-based activities/events.

## Professional Growth Plan

An important part of growing professionally is the ability to self-reflect on performance. The Professional Growth Plan is a tool for educators to assess their own performance, to set professional growth goals, and to identify what is working well. Every educator will develop a Professional Growth Plan consisting of a minimum of two professional growth goals. Professional growth goals should be components within *The Portland Framework for Teaching* and tied to local professional growth opportunities.

## Scoring

A summative score for educator practice will not be determined until the end of the evaluation and professional growth cycle when all evidence has been collected and assessed. Evidence used for scoring may include: documentation from observation cycles, additional evidence collections, and any additional evidence the educator has presented.

The following describes the scoring process for educator practice:

- 1) **Gather and assess evidence for each component.** At the end of the evaluation and professional growth cycle, the assigned evaluator will assess all the evidence available for a given educator to determine component ratings in each of the 22 components using *The Portland Framework for Teaching*. The evaluator must use professional judgment to make responsible decisions using as many data points as possible gathered during the observation cycle.
- 2) **Use component ratings to establish domain ratings.** To roll-up component ratings into four domain ratings, evaluators will use the following operating principles:
  - Excellent:** An educator will receive a domain rating of Excellent when at least half of the components of the domain are rated Excellent with the remaining components rated no lower than Proficient.
  - Proficient:** An educator will receive a domain rating of Proficient when the educator receives no more than two components rated Needs Improvement with the remaining components rated Proficient or Excellent.

**Novice/Needs Improvement:** An educator will receive a domain rating of Novice/Needs Improvement when the educator receives three or more Novice/Needs Improvement with the remaining components rated as Proficient or higher.

**Unsatisfactory:** An educator will receive a domain rating of Unsatisfactory when any component is rated Unsatisfactory.

- 3) **Use domain ratings to establish a final educator practice rating.** To roll-up domain ratings into one final educator practice rating, evaluators will use the following operating principles as established by the Design Team.

**Excellent:** An educator will receive a final educator practice rating of Excellent when two domains are rated Excellent, with the remaining domains rated no lower than Proficient.

**Proficient:** An educator will receive a final educator practice rating of Proficient when no more than two domains are rated Novice/Needs Improvement with the remaining domains rated at Proficient or Excellent.

**Novice/Needs Improvement:** An educator will receive a final educator practice rating of Novice/Needs Improvement when three or more domains are rated Novice/Needs Improvement with the remaining rated Proficient or higher.

**Unsatisfactory:** An educator should receive a final educator practice rating of Unsatisfactory when any domain is rated Unsatisfactory.

## Performance Level Descriptions

The four performance levels describe performance for each component, domain, and summative ratings. The level describe a spectrum of practice ranging from educators still working to master the basic concepts of teaching to highly distinguished professionals who serve as leaders. The following represent definitions of educator practice at each of the four levels:

**Excellent:** Master educators who make a contribution in the field, both inside and outside their schools. Their classrooms function as communities of learners with students highly engaged and accepting responsibility for their own learning.

**Proficient:** Educators who clearly understand the concepts underlying each component and who implement them well. They are professional educators who have mastered the art and craft of teaching while working to improve their practice.

**Novice/Needs Improvement:** Educators who appear to understand the concepts underlying each component but may implement them inconsistently. These may be educators early in their careers, for whom improvement

is likely to occur with more experience (e.g. “Novice”) or more experienced educators whose implementation is rough or sporadic (e.g. “Needs Improvement”).

**Unsatisfactory:** An educator who does not yet appear to understand the concepts underlying the Framework components. This performance represents teaching that is below the licensing standard of “do no harm”. Intervention is required.

## Part 2: Measures of Student Learning

The Portland Educator Design Team has not yet established a final process for determining the Measures of Student Growth portion of the summative rating. The committee will continue to work on measures of student growth during 2011-12 SY and will communicate progress to faculty, staff, and the public in spring 2012.

### Summative Educator Evaluation and Professional Growth Scoring

Starting in school year 2012-2013 an educator’s practice rating will be combined with the final student growth rating to calculate a summative evaluation score in Cohort 1 schools. After the Portland Educator Design Team finalizes a process for measuring student growth, the committee will establish a process and formula for summative weighting using both components of the system. This information shall be made public by the spring of 2012 in anticipation of full implementation throughout the district during 2013-2014.

### Professional Growth

Portland Public Schools is committed to supporting educators through professional growth opportunities that align to the *Portland Framework for Teaching*. Supports around professional growth will continue to be developed, and more information will be available by Fall 2012 around differentiated supports and professional growth opportunities.

### Additional Information

Requests for additional information or questions should be directed to Kathleen Casasa, PEA President, at [casask@portlandschools.org](mailto:casask@portlandschools.org) or David Galin, Chief Academic Officer, at [galind@portlandschools.org](mailto:galind@portlandschools.org).

# Portland Public Schools

Learning to Succeed

## Appendix:

### Educator Evaluation Gradual Implementation Toolkit

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## Introduction / Overview of the Toolkit

### Purpose

The Implementation Toolkit contains the supporting documents for Portland’s evaluation and professional growth system. Directions and rationale for forms can be found in the glossary of terms below. As stated in the *Educator Evaluation and Professional Growth Guidebook*, the evaluation and professional growth system has been based on shared values and agreed upon by the Portland Public Schools (PPS) and the Portland Education Association (PEA):

1. We value student learning.
2. We value professional learning.
3. We value the work of all staff in supporting student learning.
4. We value professional standards as the core of instructional and administrative practice.
5. We value multiple measures of student growth and proficiency.
6. We value peer support as we work to improve student learning.
7. We value collaboration and inclusive planning.
8. We value transparency and clarity in expectations and process.
9. We value ongoing reflection and review of this system.

**In addition to these shared values, three core beliefs about an improved educator evaluation and professional growth system guide the work:**

- 1) **An effective evaluation and professional growth system helps us provide our students with effective educators.** Research tells us that effective educators make the biggest impact on the quality of our students’ educational experiences. We need to do everything we can to give all of our educators the support they need to do their best work because when they succeed, our students succeed. With effective evaluation and professional growth systems, we can identify and retain effective educators, provide useful feedback and support, and intervene when educators consistently perform poorly.
- 2) **Educators are professionals, and our evaluation and professional growth system reflects that.** Unfortunately, current evaluations treat educators like interchangeable parts—rating nearly all educators good or great and failing to give educators the accurate, useful feedback they need to do their best work in the classroom. This evaluation and professional growth system gives educators regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We are committed to fair, accurate, and consistent evaluations, based on multiple factors that paint a complete picture of each educator’s success in helping students learn.
- 3) **This evaluation and professional growth system gives regular and meaningful feedback to help our educators improve their practice.** Novice and veteran educators alike can look forward to detailed, constructive feedback tailored to the individual needs of their classrooms, educators, and students. Educators and trained evaluators will meet regularly to discuss successes and areas for improvement, set professional goals, and create an individualized professional growth plan to meet those goals.

## Implementation Support

In order for the system to reach the shared vision of the design team, strong implementation is necessary. During the 2011-2012 and 2012-13 school years, educators and evaluators will participate in timely professional growth opportunities that are aligned with the evaluation and professional growth process. Portland will work to ensure that educators, specialists, and evaluators receive the necessary support to ensure a fair, accurate, and consistent implementation that meets the needs of all stakeholders.



## Glossary of Terms

**Beginning-of-Year Conference Form:** The beginning-of-year conference focuses on discussion of the educator self-reflection as well as formation of a professional growth plan. The form included in this toolkit guides the conversation and serves as an agreement between the evaluator and the educator to hold each other mutually accountable.

**Educator Post-Observation Form:** The post-observation form for educators helps the educator reflect on the full observation cycle. These forms must be completed in advance of the post-observation conference and then discussed during the conference. Written feedback regarding any evidence collected must be provided to the educator during this conference. In addition to the post-observation form, a completed form 1 must be shared with the educator during the post-observation conference following a full observation cycle.

**End-of-Year Conference Form:** This form is designed to help evaluators identify the educator's strengths and areas of weakness. It should be completed prior to the end-of-year conference. The end-of-year conference should focus on the final educator self-reflection, progress made toward professional growth goals, identifying growth areas, and the final summative rating.

**Mid-Year Conference Form:** During the mid-year conference, evaluators and educators discuss the mid-year self-reflection as well as progress made toward the professional growth goals. Together, they should modify these goals as necessary. In addition, the evaluator may choose to use the mid-year conference to provide an initial, formative assessment of performance. The mid-year conference must take place by February 1<sup>st</sup>.

**Observation Form 1:** Educators must receive written feedback within five working days of their full observation cycles. This written feedback may be captured in any completed observation form during the actual observation, but evidence collected must be shared with the educator using form 1 following any full observation cycle.

**Observation Forms:** An evaluator may use any form to collect evidence, including forms 2, 3, 3-1, 3-2, 3-3, and 3-4. Educators must receive written feedback with 48 hours of any additional collections of evidence.

**Pre-Observation Form:** This form is designed for educators to provide information to evaluators in advance of a full observation cycle. The educator indicates any important information about the lesson as well as about the class and anything else he or she wants the evaluator to know in advance. The pre-observation form is filled out in advance of and used for discussion during the pre-observation conference.

**Professional Growth Plan:** Based upon their own self-reflections, educators will draft professional growth goals for the year. These goals translate into a professional growth plan. This plan is discussed and finalized during the beginning-of-year conference. Goals should be revisited and revised during the mid-year conference.

**Self-Reflection Form:** The intent of this form is to help an educator to reflect upon his or her performance in order to highlight strengths and weaknesses according to *The Portland Framework for Teaching*. The self-reflection should be completed by the educator prior to the beginning-of-year conference and discussed during this time. It should also be completed again prior to the mid-year conference.

**Summative Rating Form:** This form is to be jointly reviewed by the educator and evaluator during the end-of-year conference. The summative rating is to be based on *all* evidence collected over the course of the evaluation and professional growth cycle using Portland’s Operating Principles, as defined within the *Educator Evaluation and Professional Growth Guidebook* (see pages 11-12 of the Guidebook for clarification).

## Self-Reflection Form

**Purpose:** The self-reflection will serve three purposes: (1) to create a time and place for educators to reflect on their practice and assess their performance, (2) to help inform and facilitate a reflective dialogue on educator performance between educator and evaluator, and (3) to help educators identify areas for improvement and areas for growth.

**Directions:** Educators will complete reflections at least three times a year, prior to the beginning, mid-, and end-of-year conferences. This three-step process begins with “Prompts for Reflection.” During this time, the educator should think through these questions. No written responses are required for the prompts in Part 1, and the educator should focus only on the most relevant questions, with the goal being to prompt thinking regarding strengths and areas for growth. After reviewing the prompts, the educator should complete parts 2 and 3 with written responses. By completing this three-part reflection, the educator is preparing for a meaningful and targeted conversation with his or her evaluator, where the educator and evaluator can collaborate to establish professional growth goals and reflect on growth throughout the year. This process should take no more than 15-30 minutes to prepare for each conference.

### Part 1: Prompts for Reflection

---

#### Beginning-of-Year Prompts:

1. Based on state, district or educator created assessments, in what areas did my students grow last year and in what areas did they struggle?
2. What strategies can I employ to help improve student learning outcomes this school year? What data, procedures, and information can I use to drive my instructional choices to ensure that I meet the educational needs of all the students in my classroom?
3. What can I do to make sure my support team and/or colleagues know my needs and can help guide me through tough decisions?
4. In what ways could I improve and monitor the extent to which I am being consistent enough for the students to comprehend my management expectations?
5. How can I build rapport and respectful relationships with my students to help boost their learning?
6. How do I begin to plan so that the reflective cycle of inquiry (plan-teach-assess-reflect) is routinely a part of my daily practice?
7. What are the areas I would like to focus on this year for my professional growth and what types of activities do I think would be helpful to continuously grow and improve my instructional practice and impact on student learning?

#### Mid-Year Prompts:

1. Are there any areas of focus I would like to add to or amend in my growth plan? Any additional activities I would like to consider?
2. As I review my students’ data, are they making significant progress? In what area(s) are the students excelling/struggling?
3. Am I differentiating instruction sufficiently to meet the instructional needs of all my students? Am I providing sufficient rigor on all assignments? Are my instructional choices meaningful and relevant to my students? What changes do I need to make now to ensure success for all my students?
4. What specific skills, protocols, and tools do I need to improve my instructional effectiveness throughout the rest of the school year?

#### End-of-Year Prompts

1. Did my students make significant learning gains? What were some instructional practices that allowed my students to grow and learn this school year? What practices did not promote growth?
2. How can I prepare/change my instructional practices for next year to drive improved student learning?
3. How can I use data more effectively to drive instruction and ensure that all of my students are successful next year?
4. What has been the area of my greatest professional learning and growth this school year? To what can I attribute that growth?
5. In what ways should I focus my professional growth and learning for next year?

**Part 2: Self-reflection**

---

**Directions:** Identify at least two components from the *Portland Framework for Teaching* rubric that are strengths and two that are areas for growth. Use prior evaluations and other data to provide rationale as to why you selected these components. Record the strengths and areas for growth in the appropriate box.

Domain	Strength	Area for Growth
Domain 1 Planning and Preparation		
Domain 2 Classroom Environment		
Domain 3 Instruction		
Domain 4 Professional Responsibilities		

### Part 3: Self-reflection Narrative

---

**Directions:** Please respond to each of the following prompts below with written responses.

**Prioritize.** Review your areas of growth identified above. Reflect on your professional growth over the last year and prioritize your areas of growth into those that are most important for your professional growth and will yield the best outcomes for your students.

1.
2.
3.
4.

**Summarize.** Briefly summarize up to *three* priority areas of professional growth that you plan to focus on in the coming year in two paragraphs or less. Explain why these are your priority areas and how focusing on these areas will help you improve as a professional. These areas of growth will be the basis of your Professional Growth Plan.

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Is there anything else about your role as an educator this year that you feel is important to share with your evaluator (new assignment, major program change, new management structure, etc.)?

--

## Professional Growth Form

**Directions:** Using the self-reflection, relevant student learning data, evaluation and professional growth feedback, and previous professional growth learning, establish two areas of professional growth with the evaluator and list them below. These should be components from *The Portland Framework for Teaching*. The educator and evaluator should attempt to reach consensus on these goals, but the educator ultimately sets these goals.

Each of the educator goals is important, but the goals should be ranked in order of priority. On the following pages, complete the growth plan form for each goal.

Goal	Mid-Year Notes	Achieved?
1.		
2.		

## Professional Growth Goal #1

**Overall Goal:**

*Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)*

**Action Steps and Data:**

*Include detailed steps and the data you will use to determine whether each benchmark is met*

Action Step 1

**Benchmarks and Data:**

*Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.*

\_\_/\_\_/\_\_

\_\_/\_\_/\_\_

\_\_/\_\_/\_\_

\_\_/\_\_/\_\_

Data:

Data:

Data:

Data:

**Evidence of Achievement:**

*How do you know that your goal has been met?*

Action Step 2

\_\_/\_\_/\_\_

\_\_/\_\_/\_\_

\_\_/\_\_/\_\_

\_\_/\_\_/\_\_

Data:

Data:

Data:

Data:

## Beginning-of-Year Conference Form

The beginning-of-year conference is intended as a time for the educator and evaluator to discuss professional goals for the year. There is no formalized form for doing this; the conversation should be structured around the individual educator's goals and support needed for the upcoming year.

Prior to the conference:

- a. The educator should complete the self-reflection form and come to the conference prepared to draft two professional growth goals.
- b. The evaluator and educator should individually review the previous year's evaluation.

During the conference:

- The evaluator and educator discuss the educator's self-reflection.
- The evaluator and educator formalize growth goals for the year using the Professional Growth Plan form.

Our signatures below confirm that we have met and established a professional growth plan for the upcoming school year.

Educator Signature: \_\_\_\_\_

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

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

A copy of this form as well as the Professional Growth Plan will be kept in the educator's evaluation and professional growth file for future reference.



## Pre-Observation Form

It is required that the educator completes the form and arrives prepared to discuss these questions at the pre-observation conference. Refer to *The Portland Framework for Teaching Observation Rubric* in preparation for the conference.

<b>Name of Educator:</b>	
<b>School:</b>	
<b>Grade Level/Subject(s):</b>	
<b>Name of Observer:</b>	
<b>Date of Pre-Observation Conference:</b>	
<b>Date of Scheduled Classroom Observation:</b>	
<b>Type of Lesson:</b>	
<b>Learning Outcomes: (1c)</b>	

Evidence will be gathered in all components in Domains 2 and 3. However, there might be specific components where additional feedback is requested. Which specific components within Domains 2 and 3 would you like the evaluator to pay special attention to during the lesson?

<b>Component Focus:</b>	<b>Domain 2:</b> _____ <b>Domain 3:</b> _____
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### Interview Protocol for a Pre-Observation Conference

Questions for discussion:

- 1) To which part of your curriculum does this lesson relate? (1e)
- 2) How does this learning fit in the sequence of learning for this class? (1b,1e,1a)
- 3) Briefly describe the students in this class, including those with special needs. (1b)
- 4) What do you want the students to understand? (1c, 1f)
- 5) How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, individually, or as a large group? Provide any worksheets or other materials the students will be using. (1d,1e,1a)
- 6) How will you differentiate instruction for different individuals or groups of students in the class? (1d,1c)
- 7) How and when will you know whether the students have learned what you intend? (1f)

## Domain 1 – Planning & Preparation

### 1a: Demonstrating Knowledge of Content & Pedagogy

- Knowledge of the content & the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

### 1b: Demonstrating Knowledge of Students

- 1) Knowledge of child & adolescent development
- 2) Knowledge of the learning process
- 3) Knowledge of students' skills, knowledge & language proficiency
- 4) Knowledge of students' interests & cultural heritage
- 5) Knowledge of students' special needs

### 1c: Setting Structural Outcomes

- Value, sequence & alignment
- Clarity
- Balance
- Suitability for diverse learners

### 1d: Demonstrating Knowledge of Resources

- Resources for classroom use
- Resources to extend content knowledge & pedagogy
- Resources for students

### 1e: Designing Coherent Instruction

1. Learning activities
2. Instructional material & resources
3. Instructional groups
4. Lesson & unit structure

### 1f: Designing Student Assessments

- Congruence with instructional outcomes
- Criteria & standards

## Domain 2 – Classroom Environment

### 2a: Creating an Environment of Respect & Rapport

- Educator interaction with students
- Student interaction with other students

### 2b: Establishing a Culture for Learning

- Importance of the content
- Expectations for learning & achievement
- Student pride in work

### 2c: Managing Classroom Procedures

- Management of instructional groups
- Management of transitions
- Management of materials & supplies
- Performance of non-instructional duties
- Supervision of volunteers & paraprofessionals

### 2d: Managing Student Behavior

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

### 2e: Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture & use of physical resources

Each **Domain** is broken up into **Components** which are then broken down into bulleted **Elements**

## Domain 4 – Professional Responsibilities

### 4a: Reflecting on Teaching

- Accuracy
- Use in future teaching

### 4b: Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

### 4c: Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

### 4d: Participating in a Professional Community

- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to school
- Participation in school & district projects

### 4e: Growing and Developing Professionally

- Enhancement of content knowledge & pedagogical skills
- Receptivity to feedback from colleagues
- Service to profession

### 4f: Showing Professionalism

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school & district regulations

## Domain 3 – Instruction

### 3a: Communication with Students

- Expectations for learning
- Directions & procedures
- Explanations of content
- Use of oral & written language

### 3b: Using Questioning and Discussion Techniques

- Quality of questions
- Discussion techniques
- Student participation

### 3c: Engaging Students in Learning

- Activities & assignments
- Instructional material & resources
- Grouping of students
- Structure & pacing

### 3d: Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

### 3e: Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

## Evaluative Language for Written Observation Feedback

The following list indicates language to describe performance for each of the four levels of performance, based on *The Portland Framework for Teaching*. Evaluators can use this language when providing written feedback to educators.

<b><u>Unsatisfactory</u></b>	<b><u>Novice/Needs Improvement</u></b>	<b><u>Proficient</u></b>	<b><u>Excellent</u></b>
Confusing	Accepts with reluctance	Actively seeks	Actively builds
Does not	Attempts	Aligned	Actively seeks
Fails	Inconsistent	Aware	Clear criteria
Inappropriate	Lack of opportunity	Clear	Effective
Insensitive	Likely	Engaged	Enhances
Little	Little	Fully appropriate	Extensive knowledge
Little knowledge	Moderate	Fully aware	Fully aligned
Low level	Occasional	High expectations	High level
Minimal impact	Partial	High level	High expectations
Negative	Partially successful	High rigor	Highly
Negative interaction	Safe classroom	Proficient	Seizes opportunity
No	Some awareness	Promotes success	Student driven
Poorly		Solid	Sophisticated
Poor alignment		Solid knowledge	Successfully
Low commitment		Smoothly	
Non existent		Suitable for most	
No evidence			
Unclear			
Unsafe			
Unsuitable			

## Observation Form 1

**Directions:** While evaluators can use other forms during the actual observation, Form 1 must be completed by the evaluator and used during any conferences to provide written feedback to the educator.

Educator \_\_\_\_\_ School \_\_\_\_\_ Grade Level(s) / Subject \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

Summary of Lesson: \_\_\_\_\_

### Domain 1: Planning and Preparation

	Unsatisfactory	Novice/Needs Improvement	Proficient	Excellent
<b>1a Demonstrating Knowledge of Content and Pedagogy</b>	The educator's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The educator's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.	The educator's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The educator's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The educator actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
Evidence:				
<b>1b Demonstrating Knowledge of Students</b>	The educator demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The educator indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The educator actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The educator actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
Evidence:				

Component	Unsatisfactory	Novice/Needs Improvement	Proficient	Excellent
<b>1c Setting Instructional Outcomes</b>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the educator makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
Evidence:				
<b>1d Demonstrating Knowledge of Resources</b>	The educator demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The educator does not seek such knowledge.	The educator demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The educator does not seek to extend such knowledge.	The educator is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The educator seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
Evidence:				
<b>1e Designing Coherent Instruction</b>	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The educator coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The educator coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
Evidence:				

Component	Unsatisfactory	Novice/Needs Improvement	Proficient	Excellent
<b>1f Designing Student Assessments</b>	The educator's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The educator's plan for student assessment is partially aligned with the instructional outcomes, is without clear criteria, and is inappropriate for at least some students. The educator intends to use assessment results to plan for future instruction for the class as a whole.	The educator's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The educator intends to use assessment results to plan for future instruction for groups of students.	The educator's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the educator intends to use assessment results to plan future instruction for individual students.
Evidence				

## Domain 2: The Classroom Environment

Component	Unsatisfactory	Novice/Needs Improvement	Proficient	Excellent
<b>2a Creating an Environment of Respect and Rapport</b>	Classroom interactions, both between the educator and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the educator and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between educator and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the educator and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
Evidence				

Component	Unsatisfactory	Novice/Needs Improvement	Proficient	Excellent
<b>2b</b> <b>Establishing a Culture for Learning</b>	The classroom environment conveys a negative culture for learning, characterized by low educator commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The educator's attempts to create a culture for learning are partially successful, with little educator commitment to the subject, modest expectations for student achievement, and little student pride in work. Both educator and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both educator and students, with students demonstrating pride in their work.	High levels of student energy and educator passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.
Evidence:				
<b>2c</b> <b>Managing Classroom Procedures</b>	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
Evidence:				
<b>2d</b> <b>Managing Student Behavior</b>	There is no evidence that standards of conduct have been established, and little or no educator monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the educator has made an effort to establish standards of conduct for students. The educator tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the educator monitors student behavior against those standards. The educator response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The educator's monitoring of student behavior is subtle and preventive, and the educator's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Evidence:				

Component	Unsatisfactory	Novice/Needs Improvement	Proficient	Excellent
<b>2e Organizing Physical Space</b>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students; the educator's use of physical resources, including computer technology, is moderately effective. The educator may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the educator ensures that the physical arrangement is appropriate for the learning activities. The educator makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
Evidence				

**Domain 3: Instruction**

Component	Unsatisfactory	Novice/Needs Improvement	Proficient	Excellent
<b>3a Communicating with Students</b>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The educator's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the educator's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The educator's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
Evidence:				



Component	Unsatisfactory	Novice/Needs Improvement	Proficient	Excellent
<b>3b Using Questioning and Discussion Techniques</b>	The educator's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the educator's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The educator's attempts to engage all students in the discussion are only partially successful.	Most of the educator's questions elicit a thoughtful response, and the educator allows sufficient time for students to answer. All students participate in the discussion, with the educator stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
Evidence:				
<b>3c Engaging Students in Learning</b>	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
Evidence:				
<b>3d Using Assessment in Instruction</b>	Assessment is not used in instruction, either through monitoring of progress by the educator or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the educator and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the educator and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the educator, and high-quality feedback to students from a variety of sources.
Evidence:				

Component	Unsatisfactory	Novice/Needs Improvement	Proficient	Excellent
<b>3e Demonstrating Flexibility and Responsiveness</b>	The educator adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The educator brushes aside student questions; when students experience difficulty, the educator blames the students or their home environment.	The educator attempts to modify the lesson when needed and to respond to student questions, with moderate success. The educator accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The educator promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The educator seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The educator ensures the success of all students, using an extensive repertoire of instructional strategies.
Evidence:				

#### Domain 4: Professional Responsibilities

Component	Unsatisfactory	Novice/Needs Improvement	Proficient	Excellent
<b>4a Reflection on Teaching</b>	Educator does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Educator provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Educator makes only general suggestions as to how the lesson might be improved.	Educator provides an accurate and objective description of the lesson, citing specific evidence. Educator makes some specific suggestions as to how the lesson might be improved.	Educator's reflection on the lesson is thoughtful and accurate, citing specific evidence. Educator draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
Evidence:				
<b>4b Maintaining Accurate Records</b>	The educator's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The educator's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective.	The educator's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.	The educator's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance.
Evidence:				

Component	Unsatisfactory	Novice/Needs Improvement	Proficient	Excellent
<b>4c Communicating with Families</b>	The educator's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The educator makes no attempt to engage families in the instructional program.	The educator adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. Communications are not always appropriate to the cultures of those families.	The educator communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The educator's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The educator successfully engages families in the instructional program, as appropriate.
Evidence:				
<b>4d Participating in a Professional Community</b>	The educator avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The educator becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The educator participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The educator makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.
Evidence:				
<b>4e Growing and Developing Professionally</b>	The educator does not participate in professional development activities and makes no effort to share knowledge with colleagues. The educator is resistant to feedback from supervisors or colleagues.	The educator participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The educator accepts, with some reluctance, feedback from supervisors and colleagues.	The educator seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The educator welcomes feedback from supervisors and colleagues.	The educator actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the educator seeks feedback from supervisors and colleagues.
Evidence:				

Component	Unsatisfactory	Novice/Needs Improvement	Proficient	Excellent
<b>4f</b> <b>Showing Professionalism</b>	The educator has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The educator fails to comply with school and district regulations and time lines.	The educator is honest and well intentioned in serving students and contributing to decisions in the school, but the educator's attempts to serve students are limited. The educator complies minimally with school and district regulations, doing just enough to get by.	The educator displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The educator is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The educator displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.

Evidence:

## Instructional Specialist Observation Form 1

**Directions:** While evaluators can use other forms during the actual observation, Form 1 must be completed by the evaluator and used during any conferences to provide written feedback to the instructional specialist.

Instructional Specialist \_\_\_\_\_ School \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

### Domain 1: Planning and Preparation

	UNSATISFACTORY	NOVICE/NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>1a: Demonstrating knowledge of current trends in specialty area and professional development</b>	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
Evidence:				
<b>1b: Demonstrating knowledge of the school's program and levels of educator skill in delivering that program</b>	Instructional specialist demonstrates little or no knowledge of the school's program or of educator skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of educator skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of educator skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to educator skill in that program.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>1c: Establishing goals for the instructional support program appropriate to the setting and the educators served</b>	Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
Evidence:				
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district</b>	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for educators to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for educators to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for educators to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich educators' skills in implementing the school's program.
Evidence:				
<b>1e: Planning the instructional support program, integrated with the overall school program</b>	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support educators in the improvement of their instructional skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with educators, and has been developed following consultation with administrators and educators.
Evidence:				
<b>1f: Developing a plan to evaluate the instructional support program</b>	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Evidence:				

**Domain 2: Environment**

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2a: Creating an environment of trust and respect</b>	Educators are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial; educators don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful, with some contacts initiated by educators.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by educators.
Evidence:				
<b>2b: Establishing a culture for ongoing instructional improvement</b>	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Educators do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which educators seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which educators initiate projects to be undertaken with the support of the specialist.
Evidence:				
<b>2c: Establishing clear procedures for educators to gain access to instructional support</b>	When educators want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to educators, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for educators to use in gaining access to support.	Procedures for access to instructional support are clear to all educators and have been developed following consultation with administrators and educators.
Evidence:				
<b>2d: Establishing and maintaining norms of behavior for professional interactions</b>	No norms of professional conduct have been established; educators are frequently disrespectful in their interactions with one another.	Instructional specialist's efforts to establish norms of professional conduct are partially successful.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist has established clear norms of mutual respect for professional interaction. Educators ensure that their colleagues adhere to these standards of conduct.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2e: Organizing physical space for workshops or training</b>	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with educators contributing to the physical arrangement.
Evidence:				

### Domain 3: Delivery of Services

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3a: Collaborating with educators in the design of instructional units and lessons</b>	Instructional specialist declines to collaborate with classroom educators in the design of instructional lessons and units.	Instructional specialist collaborates with classroom educators in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom educators in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom educators in the design of instructional lessons and units, locating additional resources from sources outside the school.
Evidence:				
<b>3b: Engaging educators in learning new instructional skills</b>	Educators decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage educators in professional learning are partially successful, with some participating.	All educators are engaged in acquiring new instructional skills.	Educators are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
Evidence:				



	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3c: Sharing expertise with staff</b>	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the educators being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the educators being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the educators being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the educators being served. The instructional specialist conducts extensive follow-up work with educators.
Evidence:				
<b>3d: Locating resources for educators to support instructional improvement</b>	Instructional specialist fails to locate resources for instructional improvement for educators, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for educators are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for educators when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for educators, anticipating their needs.
Evidence:				
<b>3e: Demonstrating flexibility and responsiveness</b>	Instructional specialist adheres to his or her plan in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or educator input.
Evidence:				

**Domain 4: Professional Responsibilities**

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4a: Reflecting on practice</b>	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
Evidence:				
<b>4b: Preparing and submitting budgets and reports</b>	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to educator needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
Evidence:				
<b>4c: Coordinating work with other instructional specialists</b>	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4d: Participating in a professional community</b>	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
Evidence:				
<b>4e: Engaging in professional development</b>	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
Evidence:				
<b>4f: Showing professionalism, including integrity and confidentiality</b>	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.
Evidence:				

## Library/Media Specialist Observation Form 1

**Directions:** While evaluators can use other forms during the actual observation, Form 1 must be completed by the evaluator and used during any conferences to provide written feedback to the specialist.

Library/Media Specialist \_\_\_\_\_ School \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

### Domain 1: Planning and Preparation

	UNSATISFACTORY	NOVICE/NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology</b>	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
Evidence:				
<b>1b: Demonstrating knowledge of the school's program and student information needs within that program</b>	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>1c: Establishing goals for the library/media program appropriate to the setting and the students served</b>	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.
Evidence:				
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan</b>	Library/media specialist demonstrates little or no knowledge of resources available for students and educators in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and educators in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and educators in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and educators and actively seeks out new resources from a wide range of sources to enrich the school's program.
Evidence:				
<b>1e: Planning the library/media program integrated with the overall school program</b>	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both educators and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with educators, and work in maintaining and extending the collection; the plan has been developed after consultation with educators.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>1f: Developing a plan to evaluate the library/media program</b>	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Evidence:				

## Domain 2: Environment

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2a: Creating an environment of respect and rapport</b>	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom educators are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
Evidence:				
<b>2b: Establishing a culture for investigation and love of literature</b>	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2c: Establishing and maintaining library procedures</b>	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.
Evidence:				
<b>2d: Managing student behavior</b>	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Evidence:				
<b>2e: Organizing physical space to enable smooth flow</b>	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.
Evidence:				

**Domain 3: Delivery of Services**

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations</b>	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
Evidence:				
<b>3b: Collaborating with educators in the design of instructional units and lessons</b>	Library/media specialist declines to collaborate with classroom educators in the design of instructional lessons and units.	Library/media specialist collaborates with classroom educators in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom educators in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom educators in the design of instructional lessons and units, locating additional resources from sources outside the school.
Evidence:				
<b>3c: Engaging students in enjoying literature and in learning information skills</b>	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
Evidence:				
<b>3d: Assisting students and educators in the use of technology in the library/media center</b>	Library/media specialist declines to assist students and educators in the use of technology in the library/media center.	Library/media specialist assists students and educators in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and educators in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and educators in the use of technology in the library/media center.
Evidence:				



	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3e: Demonstrating flexibility and responsiveness</b>	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or educator input.
Evidence:				

**Domain 4: Professional Responsibilities**

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4a: Reflecting on practice</b>	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
Evidence:				
<b>4b: Preparing and submitting reports and budgets</b>	Library/media specialist ignores educator requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to educator requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors educator requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates educator needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4c: Communicating with the larger community</b>	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
Evidence:				
<b>4d: Participating in a professional community</b>	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
Evidence:				
<b>4e: Engaging in professional development</b>	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4f: Showing professionalism</b>	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.
Evidence				

## Nurse Observation Form 1

**Directions:** While evaluators can use other forms during the actual observation, Form 1 must be completed by the evaluator and used during any conferences to provide written feedback to the specialist.

Nurse \_\_\_\_\_ School \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

### Domain 1: Planning and Preparation

	UNSATISFACTORY	NOVICE/NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>1a: Demonstrating medical knowledge and skill in nursing techniques</b>	Nurse demonstrates little understanding of medical knowledge and nursing techniques.	Nurse demonstrates basic understanding of medical knowledge and nursing techniques.	Nurse demonstrates understanding of medical knowledge and nursing techniques.	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques.
Evidence:				
<b>1b: Demonstrating knowledge of child and adolescent development</b>	Nurse displays little or no knowledge of child and adolescent development.	Nurse displays partial knowledge of child and adolescent development.	Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>1c: Establishing goals for the nursing program appropriate to the setting and the students served</b>	Nurse has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students.	Nurse's goals for the nursing program are rudimentary and are partially suitable to the situation and the age of the students.	Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students.	Nurse's goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
Evidence:				
<b>1d: Demonstrating knowledge of government, community, and district regulations and resources</b>	Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.
Evidence:				
<b>1e: Planning the nursing program for both individuals and groups of students, integrated with the regular school program</b>	Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Nurse's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Nurse has developed a plan that includes the important aspects of work in the setting.	Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
Evidence:				
<b>1f: Developing a plan to evaluate the nursing program</b>	Nurse has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Nurse has a rudimentary plan to evaluate the nursing program.	Nurse's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Nurse's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Evidence:				

**Domain 2: Environment**

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2a: Creating an environment of respect and rapport</b>	Nurse's interactions with at least some students are negative or inappropriate.	Nurse's interactions with students are a mix of positive and negative.	Nurse's interactions with students are positive and respectful.	Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship.
Evidence:				
<b>2b: Establishing a culture for health and wellness</b>	Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among educators.	Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful.	Nurse promotes a culture throughout the school for health and wellness.	The culture in the school for health and wellness, while guided by the nurse, is maintained by both educators and students.
Evidence:				
<b>2c: Following health protocols and procedures</b>	Nurse's procedures for the nursing office are nonexistent or in disarray.	Nurse has rudimentary and partially successful procedures for the nursing office.	Nurse's procedures for the nursing office work effectively.	Nurse's procedures for the nursing office are seamless, anticipating unexpected situations.
Evidence:				
<b>2d: Supervising health associates</b>	No guidelines for delegated duties have been established, or the guidelines are unclear. Nurse does not monitor associates' activities.	Nurse's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors associates' activities sporadically.	Nurse has established guidelines for delegated duties and monitors associates' activities.	Associates work independently, indicating clear guidelines for their work. Nurse's supervision is subtle and professional.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2e: Organizing physical space</b>	Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored.	Nurse's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find.	Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized.	Nurse's office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized.
Evidence:				

**Domain 3: Delivery of Services**

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3a: Assessing student needs</b>	Nurse does not assess student needs, or the assessments result in inaccurate conclusions.	Nurse's assessments of student needs are perfunctory.	Nurse assesses student needs and knows the range of student needs in the school.	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.
Evidence:				
<b>3b: Administering medications to students</b>	Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals, but signed release forms are not conveniently stored.	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed.	Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3c: Promoting wellness through classes or classroom presentations</b>	Nurse's work with students in classes fails to promote wellness.	Nurse's efforts to promote wellness through classroom presentations are partially effective.	Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.	Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle.
Evidence:				
<b>3d: Managing emergency situations</b>	Nurse has no contingency plans for emergency situations.	Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.	Nurse's plans for emergency situations have been developed for many situations.	Nurse's plans for emergency situations have been developed for many situations. Students and educators have learned their responsibilities in case of emergencies.
Evidence:				
<b>3e: Demonstrating flexibility and responsiveness</b>	Nurse adheres to the plan or program, in spite of evidence of its inadequacy.	Nurse makes modest changes in the nursing program when confronted with evidence of the need for change.	Nurse makes revisions in the nursing program when they are needed.	Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, or educator input.
Evidence:				
<b>3f: Collaborating with educators to develop specialized educational programs and services for students with diverse medical needs</b>	Nurse declines to collaborate with classroom educators to develop specialized educational programs.	Nurse collaborates with classroom educators in developing instructional lessons and units when specifically asked to do so.	Nurse initiates collaboration with classroom educators in developing instructional lessons and units.	Nurse initiates collaboration with classroom educators in developing instructional lessons and units, locating additional resources from outside the school.
Evidence:				



**Domain 4: Professional Responsibilities**

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4a: Reflecting on practice</b>	Nurse does not reflect on practice, or the reflections are inaccurate or self-serving.	Nurse's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved.	Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.
Evidence:				
<b>4b: Maintaining health records in accordance with policy and submitting reports in a timely fashion</b>	Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Nurse's reports, records, and documentation are generally accurate, but are occasionally late.	Nurse's reports, records, and documentation are accurate and are submitted in a timely manner.	Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.
Evidence:				
<b>4c: Communicating with families</b>	Nurse provides no information to families, either about the nursing program as a whole or about individual students.	Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students.	Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students.	Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4d: Participating in a professional community</b>	Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district events and projects.	Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so.	Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Nurse makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
Evidence:				
<b>4e: Engaging in professional development</b>	Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.	Nurse's participation in professional development activities is limited to those that are convenient or are required.	Nurse seeks out opportunities for professional development based on an individual assessment of need.	Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Evidence:				
<b>4f: Showing professionalism</b>	Nurse displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Nurse is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Nurse displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Nurse can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
Evidence:				

## School Psychologist Observation Form 1

**Directions:** While evaluators can use other forms during the actual observation, Form 1 must be completed by the evaluator and used during any conferences to provide written feedback to the specialist.

Psychologist \_\_\_\_\_ School \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

### Domain 1: Planning and Preparation

	UNSATISFACTORY	NOVICE/NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students</b>	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5–8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
Evidence:				
<b>1b: Demonstrating knowledge of child and adolescent development and psychopathology</b>	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>1c: Establishing goals for the psychology program appropriate to the setting and the students served</b>	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
Evidence:				
<b>1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</b>	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
Evidence:				
<b>1e: Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention</b>	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
Evidence:				
<b>1f: Developing a plan to evaluate the psychology program</b>	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Evidence:				

**Domain 2: Environment**

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2a: Establishing rapport with students</b>	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
Evidence:				
<b>2b: Establishing a culture for positive mental health throughout the school</b>	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or educators, or between students and educators.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and educators are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and educators.	The culture in the school for positive mental health among students and educators, while guided by the psychologist, is maintained by both educators and students.
Evidence:				
<b>2c: Establishing and maintaining clear procedures for referrals</b>	No procedures for referrals have been established; when educators want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with educators and administrators.
Evidence:				
<b>2d: Establishing standards of conduct in the testing center</b>	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2e: Organizing physical space for testing of students and storage of materials</b>	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.
Evidence:				

**Domain 3: Delivery of Services**

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3a: Responding to referrals; consulting with educators and administrators</b>	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
Evidence:				
<b>3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines</b>	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3c: Chairing evaluation team</b>	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.
Evidence:				
<b>3d: Planning interventions to maximize students' likelihood of success</b>	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
Evidence:				
<b>3e: Maintaining contact with physicians and community mental health service providers</b>	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
Evidence:				
<b>3f: Demonstrating flexibility and responsiveness</b>	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or educator input.
Evidence:				

**Domain 4: Professional Responsibilities**

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4a: Reflecting on practice</b>	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
Evidence:				
<b>4b: Communicating with families</b>	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
Evidence:				
<b>4c: Maintaining accurate records</b>	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
Evidence:				



	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4d: Participating in a professional community</b>	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
Evidence:				
<b>4e: Engaging in professional development</b>	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Evidence:				
<b>4f: Showing professionalism</b>	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
Evidence:				

# Therapeutic Specialist Observation Form 1

**Directions:** While evaluators can use other forms during the actual observation, Form 1 must be completed by the evaluator and used during any conferences to provide written feedback to the specialist.

Specialist \_\_\_\_\_ School \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

## Domain 1: Planning and Preparation

	UNSATISFACTORY	NOVICE/NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license</b>	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
Evidence:				
<b>1b: Establishing goals for the therapy program appropriate to the setting and the students served</b>	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and educators.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>1c: Demonstrating knowledge of district, state, and federal regulations and guidelines</b>	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
Evidence:				
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district</b>	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
Evidence:				
<b>1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students</b>	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
Evidence:				
<b>1f: Developing a plan to evaluate the therapy program</b>	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Evidence:				

**Domain 2: Environment**

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2a: Establishing rapport with students</b>	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
Evidence:				
<b>2b: Organizing time effectively</b>	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; educators and students understand their schedules.
Evidence:				
<b>2c: Establishing and maintaining clear procedures for referrals</b>	No procedures for referrals have been established; when educators want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with educators and administrators.
Evidence:				
<b>2d: Establishing standards of conduct in the treatment center</b>	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2e: Organizing physical space for testing of students and providing therapy</b>	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.
Evidence:				

**Domain 3: Delivery of Services**

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3a: Responding to referrals and evaluating student needs</b>	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
Evidence:				
<b>3b: Developing and implementing treatment plans to maximize students' success</b>	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3c: Communicating with families</b>	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
Evidence:				
<b>3d: Collecting information; writing reports</b>	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing educators and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
Evidence:				
<b>3e: Demonstrating flexibility and responsiveness</b>	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or educator input.
Evidence:				

**Domain 4: Professional Responsibilities**

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4a: Reflecting on practice</b>	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
Evidence:				
<b>4b: Collaborating with educators and administrators</b>	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with educators and administrators to confer regarding individual cases.	Specialist seeks out educators and administrators to confer regarding cases, soliciting their perspectives on individual students.
Evidence:				
<b>4c: Maintaining an effective data-management system</b>	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with educators and parents.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4d: Participating in a professional community</b>	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
Evidence:				
<b>4e: Engaging in professional development</b>	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Evidence:				
<b>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</b>	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
Evidence:				



## School Counselor Observation Form 1

**Directions:** While evaluators can use other forms during the actual observation, Form 1 must be completed by the evaluator and used during any conferences to provide written feedback to the specialist.

Counselor \_\_\_\_\_ School \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

### Domain 1: Planning and Preparation

	UNSATISFACTORY	NOVICE/NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>1a: Demonstrating knowledge of counseling theory and techniques</b>	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
Evidence:				
<b>1b: Demonstrating knowledge of child and adolescent development</b>	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>1c: Establishing goals for the counseling program appropriate to the setting and the students served</b>	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
Evidence:				
<b>1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</b>	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
Evidence:				
<b>1e: Planning the counseling program, integrated with the regular school program</b>	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
Evidence:				
<b>1f: Developing a plan to evaluate the counseling program</b>	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Evidence:				

**Domain 2: Environment**

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2a: Creating an environment of respect and rapport</b>	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
Evidence:				
<b>2b: Establishing a culture for productive communication</b>	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among educators, or between students and educators.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and educators are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and educators.	The culture in the school for productive and respectful communication between and among students and educators, while guided by the counselor, is maintained by both educators and students.
Evidence:				
<b>2c: Managing routines and procedures</b>	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
Evidence:				
<b>2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school</b>	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2e: Organizing physical space</b>	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.
Evidence:				

### Domain 3: Delivery of Services

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3a: Assessing student needs</b>	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
Evidence:				
<b>3b: Assisting students and educators in the formulation of academic, personal/social, and career plans, based on knowledge of student needs</b>	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and educators formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and educators formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and educators formulate academic, personal/social, and career plans.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3c: Using counseling techniques in individual and classroom programs</b>	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
Evidence:				
<b>3d: Brokering resources to meet needs</b>	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
Evidence:				
<b>3e: Demonstrating flexibility and responsiveness</b>	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or educator input.
Evidence:				

**Domain 4: Professional Responsibilities**

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4a: Reflecting on practice</b>	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
Evidence:				
<b>4b: Maintaining records and submitting them in a timely fashion</b>	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
Evidence:				
<b>4c: Communicating with families</b>	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
Evidence:				

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4d: Participating in a professional community</b>	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
Evidence:				
<b>4e: Engaging in professional development</b>	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Evidence:				
<b>4f: Showing professionalism</b>	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
Evidence:				

## Observation Form 2

**Directions:** While evaluators can use other forms during the actual observation, Form 1 must be completed by the evaluator and used during any conferences to provide written feedback to the educator.

Educator: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Date of observation: \_\_\_\_\_ Start time: \_\_\_\_\_ End time: \_\_\_\_\_

**Guiding Questions:**

- Can I identify the objective(s) (content and/or skills) students are supposed to be learning? If not, why not?
- Are the objective(s) appropriate, given the unit plan and where students are? How can I tell?
- Are all students mastering the objective(s)? How can I tell? If not, why not?
- Is time being used well?
- Are students engaged?

**Instructions:** Sketch layout of desks in the classroom and mark student/educator actions at the corresponding location on the chart as they occur.

Front of classroom	Back of classroom
<i>Notes on interactions:</i>	

Time	Fraction of students engaged				General observations
	<1/2	1/2	3/4	All	
0:00	<1/2	1/2	3/4	All	
0:15	<1/2	1/2	3/4	All	
0:30	<1/2	1/2	3/4	All	



### Observation Form 3

**Directions:** While evaluators can use other forms during the actual observation, Form 1 must be completed by the evaluator and used during any conferences to provide written feedback to the educator.

Educator: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Date of observation: \_\_\_\_\_ Start time: \_\_\_\_\_ End time: \_\_\_\_\_

Domain 2: The Classroom Environment	Domain 3: Professional Responsibilities
2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Learning 2c. Managing Classroom Procedures 2d. Managing Student Behavior 2e. Organizing Physical Space	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness

Time	Student actions	Educator actions	Component

**Overall strengths:** \_\_\_\_\_ **Overall areas for growth:** \_\_\_\_\_

## Observation Form 3-1

**Directions:** While evaluators can use other forms during the actual observation, Form 1 must be completed by the evaluator and used during any conferences to provide written feedback to the educator.

Educator: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Date of observation: \_\_\_\_\_ Start time: \_\_\_\_\_ End time: \_\_\_\_\_

<b>Domain 1: Planning and Preparation</b>
1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1d. Demonstrating Knowledge of Resources 1e. Designing Coherent Instruction 1f. Designing Student Assessments



Time	Educator Actions	Component

**Overall strengths:** \_\_\_\_\_ **Overall areas for growth:** \_\_\_\_\_

## Observation Form 3-2

**Directions:** While evaluators can use other forms during the actual observation, Form 1 must be completed by the evaluator and used during any conferences to provide written feedback to the educator.

Educator: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Date of observation: \_\_\_\_\_ Start time: \_\_\_\_\_ End time: \_\_\_\_\_

<b>Domain 2: The Classroom Environment</b>
2a. Creating an Environment of Respect and Rapport
2b. Establishing a Culture for Learning
2c. Managing Classroom Procedures
2d. Managing Student Behavior
2e. Organizing Physical Space

<b>Time</b>	<b>Student Actions</b>	<b>Educator Actions</b>	<b>Component</b>

**Overall strengths:** \_\_\_\_\_ **Overall areas for growth:** \_\_\_\_\_

### Observation Form 3-3

**Directions:** While evaluators can use other forms during the actual observation, Form 1 must be completed by the evaluator and used during any conferences to provide written feedback to the educator.

Educator: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Date of observation: \_\_\_\_\_ Start time: \_\_\_\_\_ End time: \_\_\_\_\_

<b>Domain 3: Instruction</b>
3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 3a. Communicating with Students

Time	Student actions	Educator actions	Component

**Overall strengths:** \_\_\_\_\_ **Overall areas for growth:** \_\_\_\_\_

### Observation Form 3-4

**Directions:** While evaluators can use other forms during the actual observation, Form 1 must be completed by the evaluator and used during any conferences to provide written feedback to the educator.

Educator: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Date of observation: \_\_\_\_\_ Start time: \_\_\_\_\_ End time: \_\_\_\_\_

<b>Domain 4: Professional Responsibilities</b>
4a. Reflection on Teaching 4b. Maintaining Accurate Records 4c. Communicating with Families 4d. Participating in a Professional Community 4e. Growing and Developing Professionally 4f. Showing Professionalism

Time	Educator actions	Component

**Overall strengths:** \_\_\_\_\_ **Overall areas for growth:** \_\_\_\_\_

## Post-Conference Form

The educator is required to complete this form and turn it in to the evaluator prior to the post-observation conference.

Name of Educator:	
School:	
Date of Classroom Observation:	
Date of Scheduled Post-Observation Conference:	

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (3d, 4a)

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding? (3d, 3c, 4a)

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did those contribute to student learning? (2c, 2d, 2e, 4a)

4. Did you depart from your plan? If so, how, and why? (3e, 4a)

5. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective? (2a, 2b, 3c, 3e, 1d, 1c, 4a)

6. If you had a chance to teach the lesson again to the same group of students, what would you do differently, from planning through execution? (4a)

## Mid-Year Conference Form

To be completed by February 1<sup>st</sup>.

Educator: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date completed: \_\_\_\_\_

### Practice

Provide feedback on the educator's performance according to the rubric.

Sources of evidence used for the Instructional Practice criteria:

- 1) Classroom observations
- 2) Review of planning materials
- 3) Review of student work samples
- 4) Review of student assessment data
- 5) Interactions with the educator outside the classroom
- 6) Other: \_\_\_\_\_

Component	Area for Growth?	Evidence Collected
<b>DOMAIN 1: Planning and Preparation</b>		
1a: Demonstrating knowledge of content and pedagogy		
1b: Demonstrating knowledge of students		
1c: Setting instructional outcomes		
1d: Demonstrating knowledge of resources		
1e: Designing coherent instruction		
1f: Designing student assessment		
<b>DOMAIN 2: Classroom Environment</b>		
2a: Creating an environment of respect and rapport		
2b: Establishing a culture for learning		
2c: Managing classroom procedures		
2d: Managing student behavior		
2e: Organizing physical space		
<b>DOMAIN 3: Instruction</b>		
3a: Communicating with students		
3b: Using questioning and discussion techniques		
3c: Engaging students in learning		
3d: Using assessment in instruction		
3e: Demonstrating flexibility and responsiveness		
<b>DOMAIN 4: Professional Responsibilities</b>		
4a: Reflecting on teaching		
4b: Maintaining accurate records		
4c: Communicating with families		
4d: Participating in a professional community		
4e: Growing and developing professionally		
4f: Showing professionalism		

**Progress on Professional Growth Plan**

Capture both the evaluator's and the educator's thoughts regarding the educator's professional growth thus far.

Professional Growth	Educator's Comments/Input	Evaluator's Rationale/Comments
Key Strengths		
Focus Areas for Growth		
Additional Comments		

If the educator is at risk of receiving a summative rating of "Unsatisfactory," check this box.  
With the educator, revisit his/her professional growth plan and develop a written support plan.

**Please Note:** There is no overall, formative rating during the Mid-Year Conference because not all data are currently available.

Educator's Signature:

\_\_\_\_\_

Evaluator's Signature:

\_\_\_\_\_

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



## Summative Educator Practice Rating Form

The evaluator completes this form prior to the end of year conference. The evaluator uses all evidence collected, which will include: documentation from full observation cycles, additional collections of evidence, conferencing, and any additional evidence the educator has presented or the evaluator deems necessary. The evaluator gathers as much evidence as possible before making any conclusions.

The evaluator will follow the process below to complete the scoring table:

- 1) **Gather and assess evidence for each component.** At the end of the evaluation and professional growth cycle, the assigned evaluator will assess all the evidence available for a given educator to determine component ratings in each of the 22 components using *The Portland Framework for Teaching*. The evaluator must use professional judgment to make responsible decisions using as many data points as possible gathered during the year.
- 2) **Use component ratings to establish domain ratings.** To roll-up component ratings into four domain ratings, evaluators will use the operating principles as established by the Design Team.
- 3) **Use domain ratings to establish a final educator practice rating.** To roll-up domain ratings into one final educator practice rating, evaluators will use the operating principles established by the Design Team.

Name of Educator: _____ Name of Evaluator: _____ Date of Evaluation: ____/____/____	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>DOMAIN 1: Planning and Preparation</b>				
1a: Demonstrating knowledge of content and pedagogy				
1b: Demonstrating knowledge of students				
1c: Setting instructional outcomes				
1d: Demonstrating knowledge of resources				
1e: Designing coherent instruction				
1f: Designing student assessment				
<b>Overall rating for DOMAIN 1</b>				
<b>DOMAIN 2: Classroom Environment</b>				
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for learning				
2c: Managing classroom procedures				
2d: Managing student behavior				
2e: Organizing physical space				
<b>Overall rating for DOMAIN 2</b>				
<b>DOMAIN 3: Instruction</b>				
3a: Communicating with students				
3b: Using questioning and discussion techniques				
3c: Engaging students in learning				
3d: Using assessment in instruction				
3e: Demonstrating flexibility and responsiveness				
<b>Overall rating for DOMAIN 3</b>				
<b>DOMAIN 4: Professional Responsibilities</b>				
4a: Reflecting on teaching				
4b: Maintaining accurate records				
4c: Communicating with families				
4d: Participating in a professional community				
4e: Growing and developing professionally				
4f: Showing professionalism				
<b>Overall rating for DOMAIN 4</b>				

**SUMMATIVE RATING:** \_\_\_\_\_

Note: *The signature of the evaluator and educator verifies that the report has been reviewed and that the proper process has been followed.*

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

**Evaluator Signature:** \_\_\_\_\_