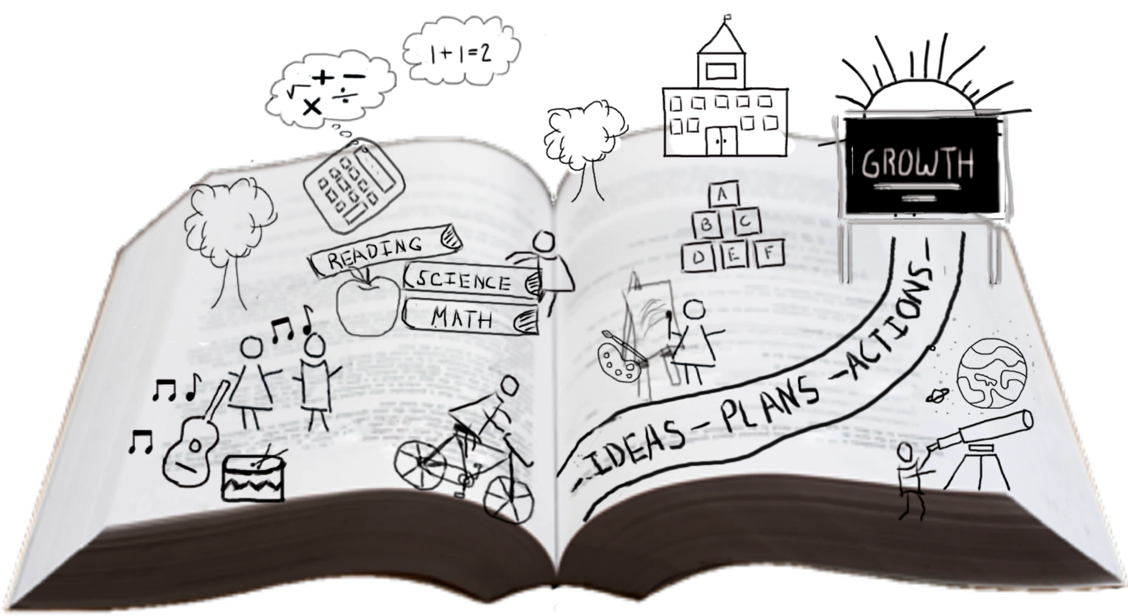
THE SCHOOL DISTRICT OF PHILADELPHIA

Educator Evaluation Handbook 2017 - 2018

First Edition

Teacher Evaluation

Non-Teaching Professional Employee Evaluation



Tomorrow's Possibility. Captured Today.

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Educator Evaluation

Our Mission

The School District of Philadelphia strives for children across the city to have a great school, close to where they live. You, our School Leaders, Teachers, and Non-Teaching Professional Employees, possess the potential to make this a reality. Consequently, the District has identified you as one of four anchor goals: 100% of schools having great Principals and Teachers (Action Plan 3.0). Foundational to achieving this anchor goal is the ability to capture the quality of practice occurring throughout the District, to celebrate accomplishments and to identify areas and opportunities for growth. Educator Evaluation serves this purpose.

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

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

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

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

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

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

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

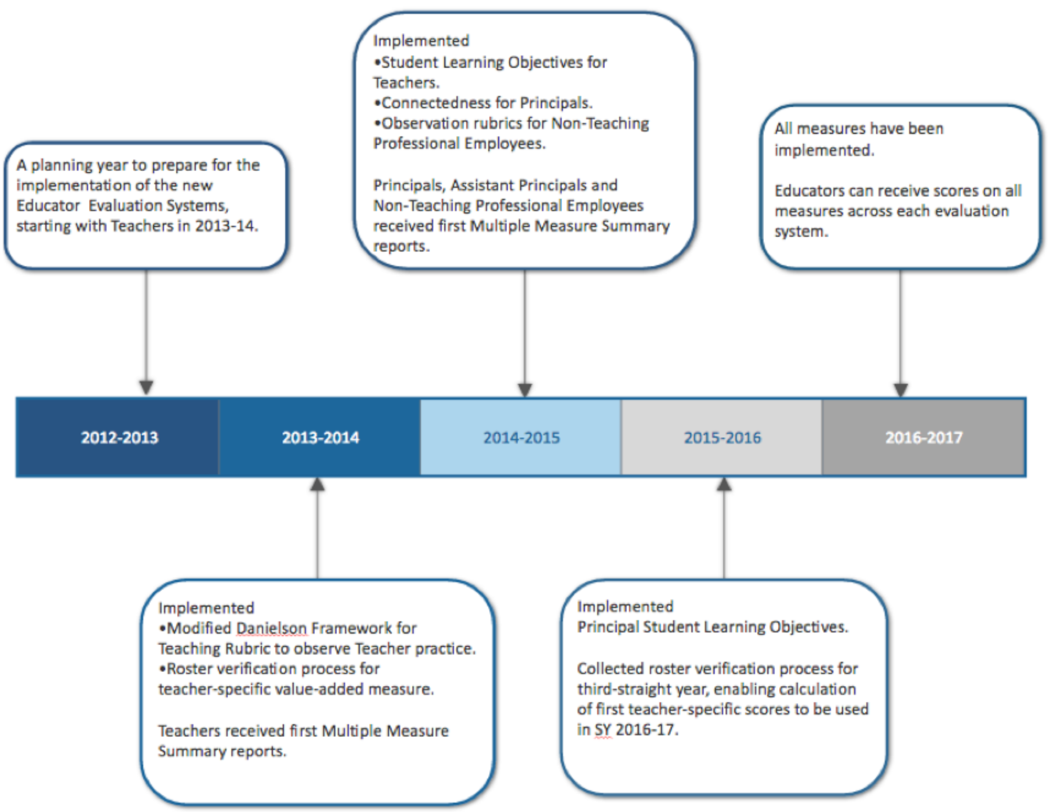
Please contact the Educator Evaluation team at effectiveness@philasd.org with any questions!

Background Statement

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

For Principals and Teachers, their evaluation systems will be comprised of 50% observation and 50% measures of student achievement. While Assistant Principals and NTPE's evaluation systems will be comprised of 15% and 20% of measures of student achievement, respectively, with the remaining percentage attributed to observation. An in-depth look at each educator's evaluation system can be found in the following chapters of this handbook.

SY 2016-17 was the first year in which all measures of each evaluation system were implemented. The Pennsylvania Department of Education staggered the rollout of these measures to afford districts throughout the Commonwealth time to plan and implement each measure with fidelity. So, before we look ahead, it is important that we look back at where we have been.



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

Educator Evaluation Handbook

Teacher Evaluation SY 2017 - 2018

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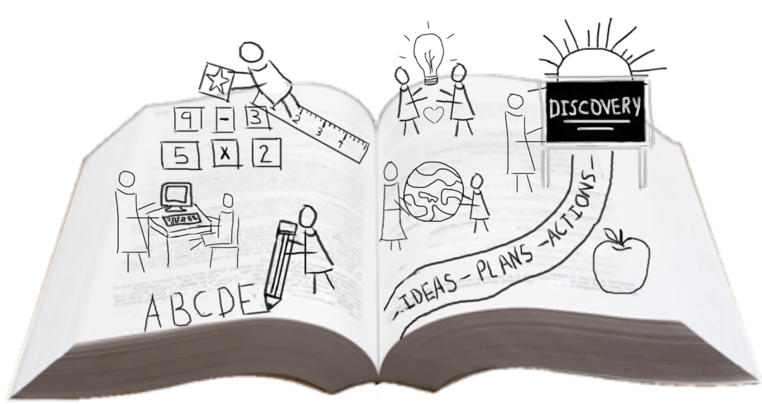
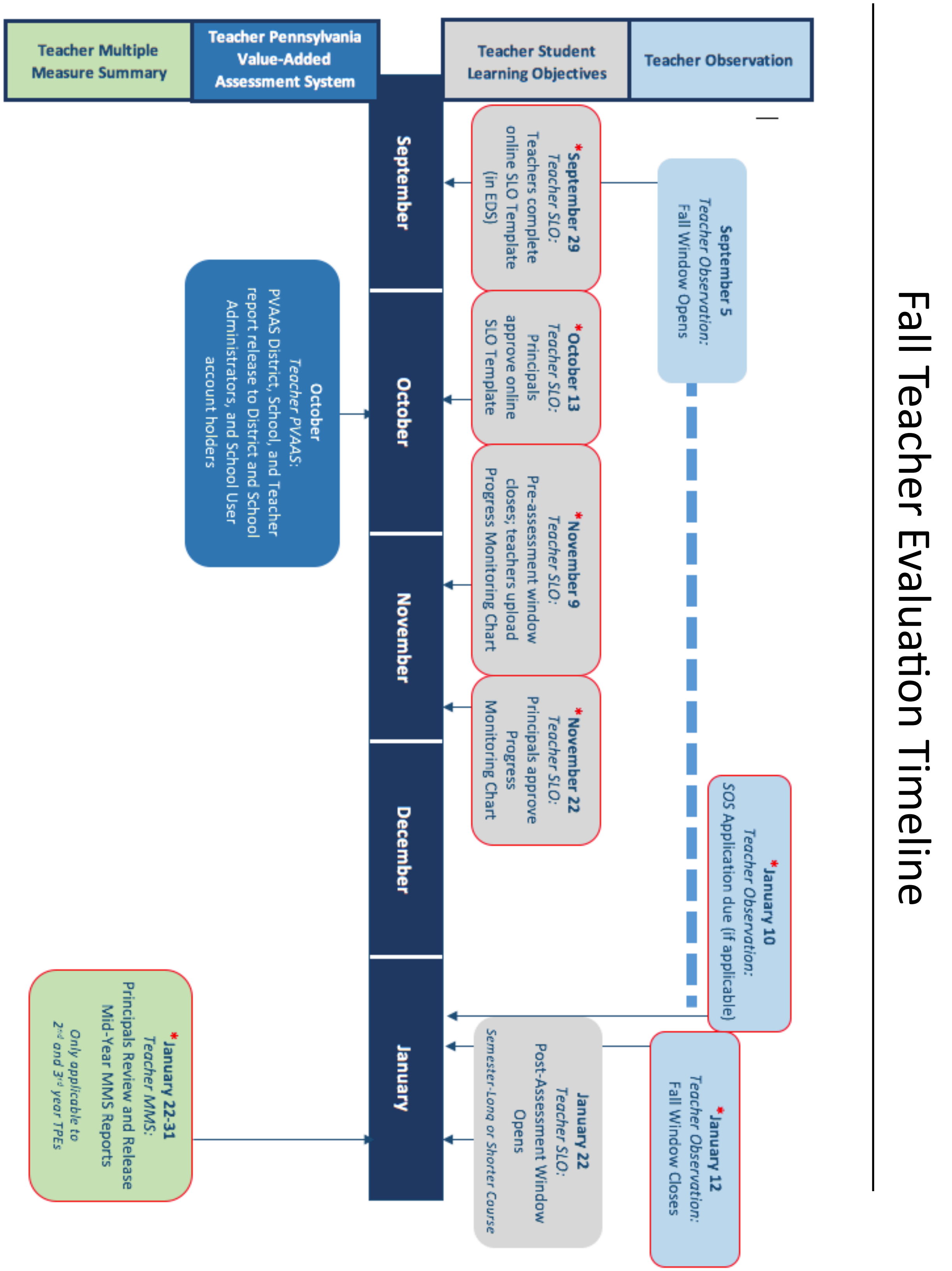
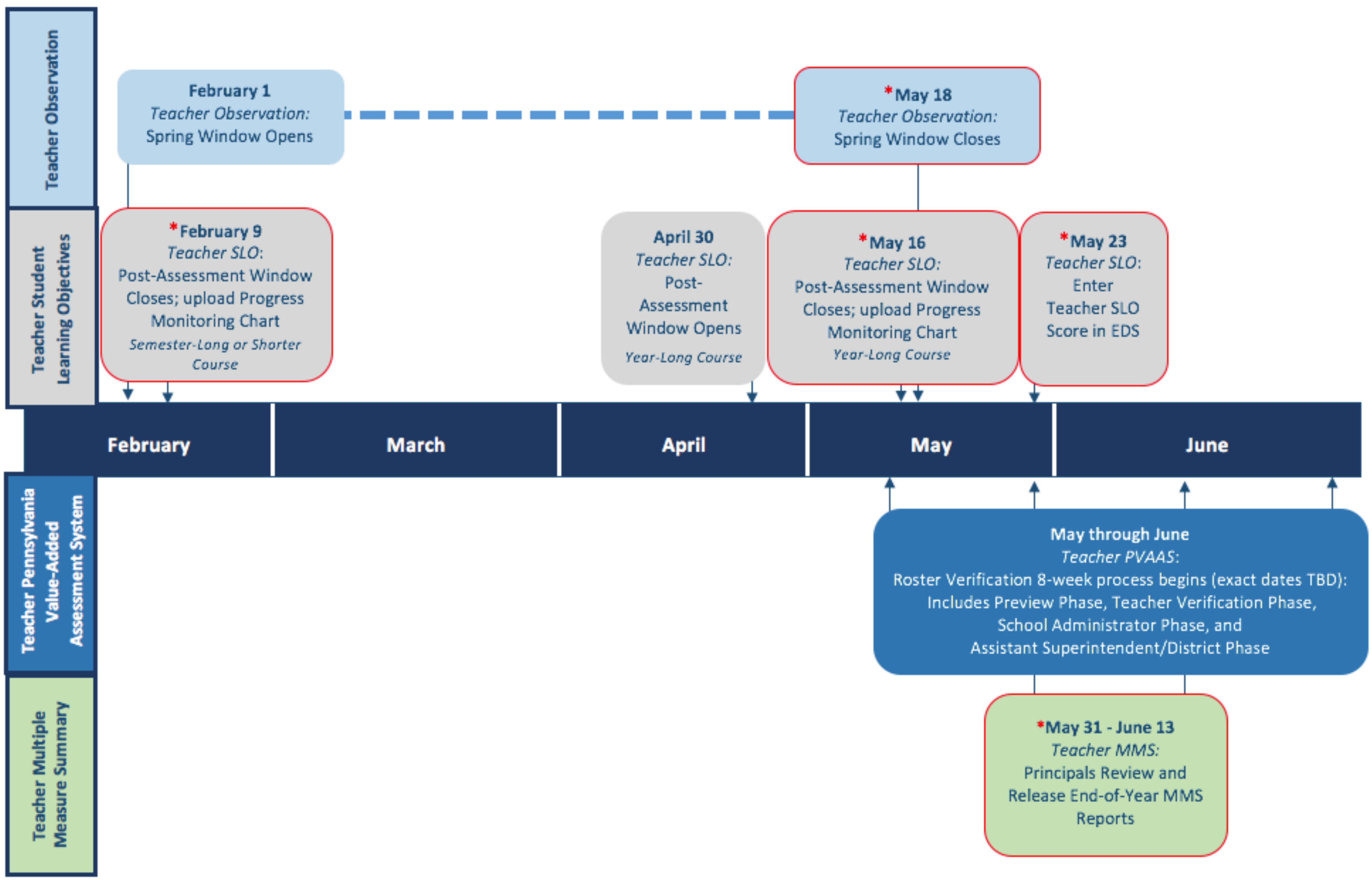


Teacher Evaluation Timeline SY 2017-2018



Spring Teacher Evaluation Timeline



Year 0 Teachers:

Teachers hired after Leveling (October 16, 2017) will be considered a "Year 0" teacher, and will not be formally observed that school year. Year 0 teachers may receive unlimited informal observations.

Please refer to the PGS Manual for additional information regarding:

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

Link to access the PGS Manual:

https://goo.gl/7WFV6V

Nurse & Counselor Observations:

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

Teacher Observation

What is Teacher Observation?

Teacher observation and practice is conducted using the School District of Philadelphia's Modified Danielson Framework for Teaching (see Appendix A for full rubric). Teaching skills and competencies are divided into four Domains of the framework: Planning & Preparation, The Classroom Environment, Instruction, and Professional Responsibilities.

Domain I: Planning & Preparation
- 1c. Setting Instructional Outcomes
- 1e. Designing Coherent Instruction

Domain II: The Classroom Environment
- 2b. Establishing a Culture for Learning
- 2c. Managing Classroom Procedures
- 2d. Managing Student Behavior

Domain III: Instruction
- 3a. Communicating with Students
- 3b. Using Questioning & Discussion Techniques
- 3c. Engaging Students in Learning

Domain IV: Professional Responsibilities
- 4a. Reflecting on Teaching
- 4c. Communicating with Families

Who is Formally Observed?

The District implements a differentiated supervision model. This means that the number of formal observations a teacher receives depends on how many years of service they have with the District (Professional Growth System Status or PGS Status).

A Temporary Professional Employee (TPE) is a non-tenured teacher in the first, second or third year of teaching. First-year TPEs are formally observed once in the Spring. Second-year and Third-year TPEs are observed once in the Fall and once in the Spring.

Tenured teachers enter into the formal observation cycle and are formally observed every third year instead of yearly (Formal Observations in years 6, 9, 12, 15…)

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

Teacher Groups		Fall September 5, 2017 – January 12, 2018	Spring February 1, 2018 – May 18, 2018
Non-Tenured (Temporary Professional Employee)	1st Year	--	1*
	2nd and 3rd Year	1	1
Tenured (Professional Employee)	Formal Observation Year	1	1
	Peer Assistance and Review (PAR)	--	1*
	Professional Development Plan (PDP)	0	
	Special Observation Status (SOS)	--	1*
Year 0	Teachers Hired after Leveling	0	

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

Please consult the PGS Manual for more information on how PGS Status affects the formal observation cycle.

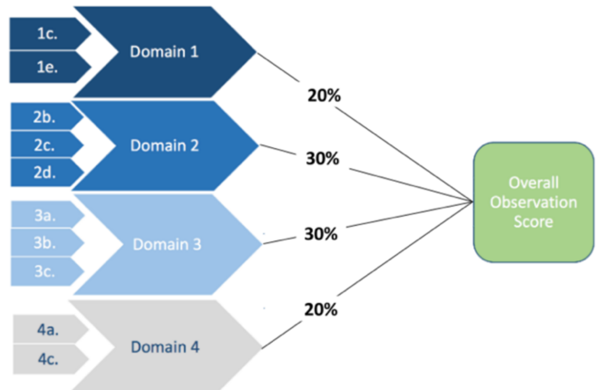
Default Observation Scores:

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

How do formal observations capture teaching practice?

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

Component scores within the same Domain are averaged together to create a Domain score. Each Domain score is weighted and then added together to give an overall observation score. Domains I and IV each account for 20% of the overall score,, and Domains II and III each account for 30% of the overall score. If a teacher has had more than one observation, the scores are averaged across the rating period to produce one observation score to be factored into the teacher's Effectiveness rating.



Overall Observation Scores:

Overall observation scores are calculated when the observation is submitted in EDS. Once it is completed, the formal observation will show the numeric score and corresponding performance level (i.e., Distinguished, Proficient, Needs Improvement, or Failing).

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

Overall Observation Score, Performance Levels, and Implications

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

In-Depth Look: Teacher Observations

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

Adding Artifacts:

All educators can add artifacts to an observation in EDS just as they would upload attachments to an email. Before and observation is submitted, an artifact can be uploaded by selecting 'Artifact' on the left side of the observation template and uploading any relevant documentation.

Teacher Observation Exceptions:

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

Principals are provided with an interactive Educator Evaluation Dashboard (in Google Drive) to show which educators still require an observation, and allow school leaders to indicate whether any remaining educators cannot be observed, and for what reason.

This tool can be found in the School Educator Evaluation Google Drive folder.

Formal Observation	When?	What?
Pre-Observation Conference	Prior to Formal Observation	Observers should hold a Pre-Observation Conference with the teacher, in which they discuss the agreed upon lesson (e.g., lesson objectives, targeted behaviors, etc.)
Formal Observation	**Fall**: September 5, 2017 – January 12, 2018 **Spring**: February 1, 2018 – May 18, 2018	Observers will observe the instructional lesson established during the pre-observation conference. Principals will take notes and collect evidence of teacher instruction and student behaviors during the lesson
Post-Observation Conference	Following the Formal Observation	Observers should hold a post-observation conference with the teacher, in which they discuss the lesson, Principal's feedback, supplemental evidence and artifacts

STOP

Failing and Needs Improvement Observation Scores

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

For 2nd and 3rd year TPEs and tenured teachers who receive a Needs Improvement observation: Administrator must share observation via EDS within 5 working days; it is recommended that together they develop an action plan to be monitored at the school level. Follow-up observations are recommended within same rating period.

Pre-Observation Conference | **How?**

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

Teachers complete the Pre-Observation Form (available in the PGS manual) to discuss with the observer(s) during the Pre-Observation Conference.

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

The Pre-Observation form contains these prompts:

- List the objective(s) for the lesson
- Describe your process for determining the objective(s) for this lesson and what you considered to ensure it was at the appropriate level of rigor for your students.
- What key questions will you ask in order to determine if students understand the content?
- What methods will you use to check for understanding during this lesson?
- Describe what you will use to assess whether your students mastered the skill at the end of this lesson.
- What else should the observer look for (particular students, student engagement, classroom climate, instructional strategies, etc.)?

The Post-Observation form contains these prompts:

- Did your students master the objective? How do you know?
- Did you deviate from your plan? If so, how and why?
- If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution?

The PGS Manual contains blank versions of the Pre- and Post-Observation Conference forms.

Formal Observation — How?

During the observation, observers are taking notes and collecting evidence of instruction and student behavior, particularly as it relates to Domain II (The Classroom Environment) and Domain III (Instruction) - also known as the "on-stage components." Evidence of performance in Domain I (Planning and Preparation) and Domain IV (Professional Responsibilities) - the "off-stage components" - can be added by the teacher as artifacts in EDS, and during the pre- and post-observation conferences.

The observer will enter scores and written feedback for all 10 observation components in EDS. Principals should share the observation as a "Draft" with the teacher, to allow teachers to respond to feedback, and upload relevant artifacts and evidence.

Post-Observation Conference — How?

Teachers complete the Post-Observation Form (available in the PGS Manual) after the formal observation, and bring it with them to this meeting to guide discussion with the observer. This is an opportunity to discuss the lesson, feedback, supplemental evidence and artifacts, areas of strength and opportunities for growth. The conference should include "bite-sized" action steps and a plan for how the observer(s) will follow up on areas of improvement.

After the Post-Observation Conference, observers will submit the formal observation as complete in EDS.

Walkthrough Observations

A brief, targeted, non-scored practice used to gain insight into a teaching practice and student performance. Principals enter feedback into EDS based on a set of District-wide expectations for Math, English Language Arts, Social Studies, Science and the technical subjects.

Informal Observations

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

Removal of Informal and Walkthrough Observations

All Informal and Walkthrough observations will be removed from EDS at the conclusion of each school year. These deletions will occur in July, leaving only formal observations and evaluations accessible from prior years.

In-Depth Look: Failing and Needs Improvement Observation Policies

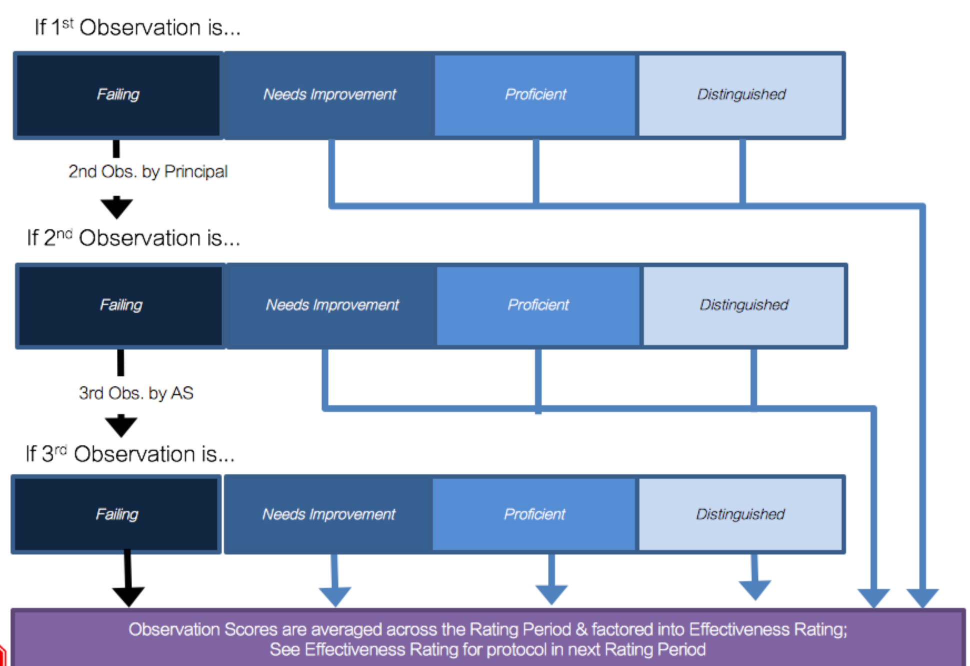
Failing Observations:

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

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

Failing Observations: 2 + 1 Policy

Teachers who receive a Failing Observation Score (Unsatisfactory) are required to be formally observed again within the same rating period. If the first observation is Failing, a second observation is required and must be performed by the Principal. If the second observation is also Failing, a third observation is required by the Assistant Superintendent. Follow-up observations are not required for teachers in PAR (1st year teachers or tenured teachers who were rated Unsatisfactory the previous rating cycle).



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Note that all required additional observations must be completed within the same rating period. Since the rating period for 2nd and 3rd year non-tenured (TPE) teachers is 5 months, all observations must be completed within the fall window (January 12, 2018), or the spring window (May 18, 2018), based on when the Failing observation occurred.

Needs Improvement Observations:

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

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

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

Special Observation Status (SOS):

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

In order to recommend a teacher for SOS, the Principal or Assistant Principal completes ***at least three informal observations*** in the fall, and submits the application by **January 10th, 2017.** Please refer to the PGS Manual for detailed information about SOS and the application process.

SOS teachers receive one formal observation conducted by their Principal and receive coaching from a Consulting Teacher who collects evidence of the teacher's practice during the spring observation period.

Required Formal Observation for Tenured Teachers in SOS versus PDP year

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

The PAR Panel uses the formal observation conducted by the Principal and the recommendation of the Consulting Teacher to help determine whether the teacher will be rated Satisfactory or Unsatisfactory.

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

Teacher Student Learning Objectives

If by September 5, 2017, a teacher does not meet the criteria outlined in this section, they are not required to complete an SLO. The teacher must go into the online SLO Template and submit the form indicating they are not eligible.

Direct Instruction:

A teacher provides direct instruction when he or she plans and provides instruction and assesses the effectiveness of the instruction for individual student(s) or for the whole class.

Students to Include:

See the criteria for selecting a class or group of students on the following page to see if you provide direct instruction to 11 or more students.

Year 0 Teachers:

Teachers hired after Leveling will be considered a "Year 0" teacher, and will not be required to complete an SLO.

Teachers who are at multiple schools should complete their SLO at their payroll school.

What are Teacher Student Learning Objectives?

Student Learning Objectives (SLOs) assess a teacher's ability to support student growth over a period of time. Teachers set a standards-aligned goal for a group of students. Next, teachers create or select an appropriate pre-assessment and post assessment, then they set and monitor progress toward growth targets. A teacher's SLO score will be measured by the percent of students who have met the growth targets, which corresponds with one of four performance levels.

Who completes Teacher Student Learning Objectives?

All teachers who meet the following criteria must complete an SLO (with the exception of fully released teachers):

- Works under an instructional certificate
- Provides direct instruction to **11 or more students** at least once a week
- Hired before leveling (see "Year 0 Teachers" in side bar)

This includes Pre-K, Special Education, and English as a Second Language teachers. Teacher eligibility for all teachers must be determined by September 5, 2017. If required to complete an SLO, teachers will start the SLO process, described below.

How do Teacher Student Learning Objectives capture teaching practice?

Teachers will be evaluated based on the percent of students who meet their growth target, which corresponds with one of four performance levels (below).

Percent of Students Who Met Their Growth Target				
0%-64%	65%-70%	71%-89%	90%-100%	Teacher is not eligible to receive an SLO Score
Corresponding SLO Score & Rating Level				
0	1	2	3	N/A
Failing	Needs Improvement	Proficient	Distinguished	Not Applicable

In-Depth Look: Teacher Student Learning Objective Process

Step 1. Starting the SLO Process

The SLO process aligns with the work teachers already do throughout the school year. The teacher begins by selecting the students that are monitored and evaluated using the criteria outlined on the next page. Once the class or group of students is identified, the teacher creates a goal on which to focus their SLO and select assessments that will be used to track student growth relative to the goal. Next, growth targets are set. Finally, the teacher's SLO score is calculated as the percent of students who meet their growth target.

Students selected at the beginning of the SLO process will be the only ones eligible to be included in the teacher's SLO.

Any teacher who utilizes a District-approved assessment for their SLO and administers the test during the assessment window provided by the Office of Curriculum, Instruction, and Assessment can use that data for the SLO pre-assessment in order to limit the number of times students are assessed.

Teachers using a course that is less than a semester long for their SLO will administer their pre-assessment and set growth targets during the first week of the course

Step 1. Starting the SLO process	When?	What?
Choose class/group of students	By September 29	Teachers will implement the SLO process for only ONE class or caseload
Create one SLO goal	By September 29	Teachers will create a single SLO goal that will be the foundation for the SLO process
Determine Pre- and Post-Assessments; complete online SLO template	By September 29	Teachers will create a pre- and post-assessment or select a previously created assessment. Teachers will complete online SLO template in EDS
Principals approve online SLO template	By October 13	Principals will review and approve the online SLO template in EDS
Administer and score pre-assessment; Set growth targets	By November 9th or *First Week of Course*	Teachers will administer and score the pre-assessment prior to the end of the pre-assessment window (November 9th). Teachers will upload Progress Monitoring Chart with student growth targets in EDS
Principals approve Progress Monitoring Chart	By November 22	Principals will approve updated Progress Monitoring Chart in EDS

Choose Class/Group of Students | **How?**

Classroom Teachers: Selecting a Class

All teachers who have at least one assigned class, including Special Education and ESOL teachers, must follow the guidelines in this section. Remember, in order for a class to be eligible for your SLO, it **must contain 11 or more eligible students**.

Teachers in a Self-Contained Classroom

All students in a self-contained classroom who meet the student criteria (shown to the left) must be included in an SLO.

Teachers with Multiple Sections - Same Subject and/or Different Grades

Teachers will choose one grade level and/or one class that has 11 or more students who meet the student criteria (shown to the left). If the teacher has multiple eligible sections, teachers should try to choose a class that is reflective of all students they educate.

Teachers with Caseloads: Selecting Students in Caseload

All teachers who are assigned a caseload of students to support, including Special Education and ESOL teachers, should follow the guidelines in this section.

Special Education Teachers

Teachers should select a group of **11 or more students** in their caseload that share academic goals within the same subject. For example, a special education teacher implementing a Reading/English Language Arts SLO will include all students within their caseload that have a Reading/English Language Arts academic goal in their IEP. Please keep in mind, Special Education Teachers can include students with and without an IEP.

Students who enroll in your SLO class or caseload during the school year

If a student joins the class that a teacher is using for their SLO on or before October 13th, the student will be included in the teacher's SLO.

Students who receive support

If a student is pulled out every day for support for a subject you are using as your SLO (e.g., English Language Learner or Special Education Student pulled out EVERY DAY for the reading block) that student will only be included in the support teacher's SLO. If that student participates in the lesson with support (push-in) or is present for at least one lesson per week, the classroom teacher must include that student.

English Language Learners and Special Education Students

All English Language Learners of all ACCESS levels and Special Education students who meet the criteria listed above pertaining to enrollment and receiving support must be included in a teacher's SLO.

English as Second Language Teachers

K-8 ESOL Teachers

Teachers of grades K-8 who serve students in multiple grades and proficiency levels should select a grade-band of up to 3 consecutive grades (e.g. K-2, 4-6, 6-8) such that the total number of students within the teacher's SLO equals or exceeds 11.

High School ESOL Teachers

High School ESOL teachers should select students from any grade, which do not have to be consecutive (e.g., 9th-11th grade, 9th and 11th grade).

Create One SLO Goal | **How?**

Based on the eligible classes or groups of students, teachers may have multiple classes/subjects that can be used. Teachers select only one class/subject. Once a class or subject is selected, teachers create their SLO goals based on the three following factors:

1. Teachers review the scope and sequence for the course/subject they are using for their SLO to understand what content will be covered during the interval of instruction.
2. Teachers align the SLO Goal to the PA Core Standards addressed during the interval of instruction.
3. Teachers create their SLO Goal based on a targeted area for growth utilizing class-level; data (PVAAS, AIMSweb, DRA2 levels, Lexia, etc.)

Select/Create Pre- and Post-Assessments | **How?**

Teachers review the academic standards that align to their SLO goal. Then, teachers create or select an assessment that captures student ability only on the skills and standards related to the SLO goal.

Teacher-Created Assessment

Teacher-created assessments should be aligned to the content of the SLO, which reflect PA Core Standards. Assessments can be developed in collaboration with other teachers, and common assessments can be used. When appropriate to the learning content, teachers are encouraged to use performance-based assessments.

Teacher-Selected Assessment

Teachers can select assessments that have already been developed and deemed valid. Teachers should ensure the selected assessment aligns with the learning content and is designed at an appropriate level of cognitive challenge for their SLO.

The Evaluation Team has provided a bank of SLO goals and assessments resources which can be used to help teachers create and implement their SLOs. The SLO Goal Bank can be found at: The School District of Philadelphia's SLO Bank

If assessing a student's ability to identify a main idea, the teacher should make certain that the reading passage is at each student's reading level, as the SLO is not assessing reading comprehension.

Suggested Resources when creating an assessment:

- Acuity®
- Curriculum Engine
- Pennsylvania Department of Education Standards Aligned System:

  https://www.pdesas.org/Assessment

Example Assessments:

- AIMSweb®
- Developmental Reading Assessment® (DRA2)
- Research-Based Computerized Assessments
- Fitness Gram for Physical Education
- Health Education Assessment Project (HEAP)

For teachers in a yearlong or semester-long course, Principals must approve Teacher Eligibility, SLO Goal and Pre- and Post-Assessments by October 13th. To facilitate this process, teachers must complete the online SLO Template in EDS.

For teachers in a course shorter than a semester, Principals must approve Teacher Eligibility, SLO Goal and Pre- and Post-Assessments by the end of the first week of the course of Quarter 2. To facilitate this process, teachers must complete the online SLO Template in EDS.

Administer and Score Pre-Assessment | **How?**

Teachers administer their pre-assessment prior to the November 9th deadline. In the case of teachers using a course that is less than a semester, the pre-assessment must be administered by the end of the first full week of the course.

Students who are absent on the day of the test must be given the assessment when they return, as long as it is prior to the end of the pre-assessment window.

Pre-assessments must be scored in teams, unless teachers utilize computerized assessments or tests that are scored in real-time via a performance task (e.g., AIMSweb®).

Scoring teams must…

- Be at least 3 teachers
- Be from the same grade or grade band

Set Growth Targets | **How?**

Teachers should utilize multiple data sources when setting growth targets. This includes current/previous student work, pre-assessment scores, and scores from previous years' classes to gauge how much growth should occur during the interval of instruction relative to the SLO Goal.

The three acceptable methods for identifying growth targets are:

- Banded or tiered
- Increase in rubric level/status
- Individualized growth

An in-depth look at each of these growth target setting strategies is provided on the next page.

Teachers can combine the banded or tiered strategy with the Individualized growth strategy to set targets. Likewise, teachers have the ability to utilize the increase in rubric level/status growth target setting strategy with the individualized growth.

STOP

Principals must approve the teacher-identified growth targets for each student by November 22, 2017. To facilitate this process, teachers must complete the first three columns of the SLO Progress Monitoring Chart and upload it to the online SLO Template in EDS by selecting “My SLO” under “Educator Development” by November 9, 2017.

Link to download Progress Monitoring Chart: https://goo.gl/QzjNSD

Set Growth Targets **How?**

There are various strategies for setting growth targets. Please refer to the table below for three different methods.

Banded or Tiered aka Differentiation
Students will be divided into groups – usually 3: low, medium, and high – based on their pre-assessment scores. All students in each identified band or tier must hit the specified growth target for that band or tier.

EXAMPLE
Students in Teacher A's class scored from 0-70 on the pre-assessment out of 100. Based on this, previous student achievement data, and the teacher's experience, Teacher A grouped the students by their score and set the growth targets, both shown below. For your SLO, you will need to utilize pre-assessment scores to create meaningful groupings and growth targets. Please keep in mind, teachers can have students who score very high (e.g. 90 or 95) maintain their performance by setting growth targets that are the same as their pre-assessment score.

Score Groups	Pre-Assessment Score Ranges	Teacher A Growth Targets
High	51 - 70	85
Medium	31 - 50	70
Low	0 – 30	55

Increase in Rubric Level/Status
On measures where students are either identified at a particular level of proficiency on a rubric (i.e., a “3” on a 4-point rubric), targets focus on increasing students' performance levels. In some cases, maintaining the current level could be acceptable (i.e., those students already evaluated as a “4” on the 4-point rubric).

EXAMPLE
Students in Teacher B and Teacher C's classes were graded on a 4-point rubric (your rubric can contain as many levels as deemed necessary). Based on their assessment, course content, achievement data, and experience, Teachers B and C have slightly different growth targets. This is fine as growth targets should take into account the uniqueness of each teacher's class.

Pre-Assessment Score (4-point rubric)	Teacher B: Growth Targets	Teacher C: Growth Targets
4	4	4
3	4	3
2	3	3
1	2	2

Individualized Growth
Teachers differentiate targets based on knowledge of their students. Teachers can utilize a rubric or point system to score student achievement but will set individual growth targets for each student. In addition, this can be used in conjunction with either of the previous two growth target setting strategies as it may be appropriate to differentiate growth targets for certain students.

Step 2. Monitoring the SLO Process

During the SLO cycle, students are engaged in learning that provides them with the opportunities to grow towards their goal. Educators are encouraged to use formative assessments to measure ongoing student learning. This data will help teachers determine progress toward goals and will guide adjustments to instructional practice to meet the needs of students.

Step 2. Monitoring the SLO process	When?	What?
Mid-Point Reflection	Mid-point interval of instruction	During the SLO process, teachers will reflect on the progress students have made
Adjust Growth Targets *(if applicable)*	By end of interval of instruction	Teachers are able to request adjustments in the SLO growth targets due to extenuating circumstances

Mid-Point Reflection **How?**

After gathering student work and available data, teachers should use the following guiding questions to help reflect on progress made to-date.

- Are all students on-track to meet their growth target? What evidence/data do you have to support your thinking?
- What are some areas to be celebrated? What do you think caused this success?
- What might explain less progress than expected? How can you address these challenges?
- Based on your current review of student progress, what short-term objectives are you considering to assist you in reaching your SLO goal?
- What changes in your instructional practice or professional development opportunities are available to help you meet your students' needs?

Adjust Growth Targets **How?**

Extenuating circumstances may arise that will require a student's growth target to be adjusted, such as when a student has been issued an IEP in the middle of the interval of instruction. *Principals must approve any adjustments to student growth targets.* Approved growth target adjustment must be documented in Column D of the Progress Monitoring Template.

Step 3. Closing Out the SLO Process

At the end of the SLO process, post-assessments are administered and scored, documenting whether students met their growth targets. The percent of students who met their growth target results in a score that is converted into an Effectiveness score, representing how the teacher impacted student growth during the interval of instruction. To close out the SLO process, teachers and Principals should follow the steps below.

In situations where teachers are unable to be grouped with teachers in similar grades and/or subjects, the teacher should first identify whether other subjects are comparable (e.g. some CTE teachers can pair with the science or math department). If they are unable to identify comparable subjects, they will be able to score tests with teachers outside the school but must receive permission to do so from their principal.

When scoring the post-assessments, student names should be covered to eliminate potential bias, and teachers should have a random sampling of work from each of the other teacher's classes.

If a scoring discrepancy occurs, teachers should meet to discuss the discrepancy and come to an agreement on the performance level.

If a teacher who is eligible for an SLO score is on leave during the Post-Assessment window, the Principal is responsible for ensuring the post-assessment is administered.

Step 3. Closing Out the SLO Process	When?	What?
Administer and score post-assessments	January 22 – February 9 *Semester or shorter courses* April 30 – May 16 *Year-long courses*	Teachers will administer and score their students' post-assessments prior to the end of the post-assessment window
Determine student eligibility	By May 16	Teachers use criteria to evaluate whether the student is eligible to be included in the teacher's SLO
Determine teacher eligibility	By May 16	Principals use criteria to evaluate whether the teacher is eligible to receive an SLO score
Calculate and enter teacher's SLO score	May 23	Principals calculate the percent of students who met their growth target for each teacher, and enter score(s) into EDS

Administer and Score Post-Assessments — How?

Post-assessments must be scored in teams, unless teachers use computerized assessments or tests that are scored in real-time via performance tasks (e.g. AIMSweb).

Scoring teams must…

- Be at least 3 teachers
- Be from the same grade or grade band

Determine Student Eligibility — How?

After administering the post-assessment, teachers will need to confirm which students are eligible to be included in their SLO. To be eligible for inclusion in a teacher's SLO, a student must meet BOTH criteria below:

1. Took both the pre- and post-assessment for that SLO

Because the SLO is based on the percentage of students who met their growth target, students must have taken the pre- and post-assessment for that SLO.

2. Attendance rate greater than or equal to 85% during the interval of instruction

Students need to have an attendance rate greater than or equal to 85%. The attendance rate is specific to the SLO course. Thus, the attendance rate should:

- Count for only the days in which the teacher delivers direct instruction to the student. (e.g., 5 days/week, 1 day/week, etc.)
- Factor in days in which the student was truant or absent during the period or class in which teacher delivers content specific to the SLO subject

Determine Teacher Eligibility | **How?**

After teachers determine eligibility for each student, Principals will determine which teachers are eligible to receive an SLO score. All teachers who started an SLO must meet the following criteria in order to receive an SLO score.

1. Provided Direct Instruction throughout the Interval of Instruction

If a teacher is no longer assigned to the class or caseload of students used in their SLO, they will not be eligible to receive an SLO score of 0, 1, 2, or 3. Instead, they will receive a score of N/A.

2. Teacher attendance rate greater than or equal to 85% during the interval of instruction

Teachers need to have an attendance rate greater than or equal to 85% to be eligible to receive an SLO score of 0, 1, 2, or 3. The attendance rate should be specific to the SLO course. Thus, the attendance rate should

- Count for only the days in which the teacher delivers direct instruction to the students. (e.g., 5 days/week, 1 day/week, etc.)

If a teacher is prevented from providing direct instruction to students in their SLO class, these days should be counted as missing when calculating the attendance rate (e.g.; sabbatical, maternity, approved medical leave, etc.). A teacher cannot count a day in which they administer an assessment specific to their job as an absence (e.g., ESOL teachers administering ACCESS test, Classroom teacher administering Pennsylvania State Standardized Assessment (PSSA) or Keystone Exam).

Interval of Instruction

The interval of instruction is based on the course length shown below. Only count the number of days you are scheduled to provide direct instruction relative to your SLO goal

Yearlong	Semester-Long	Shorter than a Semester
November 9th | April 27th	November 9th | January 19rd	First Day of Course's 2nd Week | Administration of Post-Assessment

Calculate Teacher's SLO Score | **How?**

The Principal will then enter the teacher's SLO score into EDS by cross-walking the Percent of Students Who Met their Growth Target with one of the four performance categories as shown below. If a teacher is not eligible to receive an SLO score, the Principal will select the "N/A" option in EDS, which means that the teacher will not receive an SLO score and that 20% of the MMS is attributed to the observation score. If no score is entered, but they **are** eligible, they will get a default score of "2" (Proficient).

If a teacher is not eligible to receive an SLO score of 0, 1, 2, or 3, the Principal will enter a score of N/A for the teacher's SLO.

If an eligible teacher does not provide their Progress Monitoring Chart, they should receive a score of 0 (Failing) as they did not provide evidence of any students meeting their growth target.

Calculate Teacher's SLO Score (cont'd) | **How?**

To Calculate the Percentage of Students Who Met Their Growth Target

Step 1
- Principals will download the teacher's Progress Monitoring Chart from the online SLO template.

Step 2
- To calculate the Number of Eligible Students who Met their Growth Target, **count** the number of students with a "Yes" in **BOTH** of the final two columns of the Progress Monitoring Chart (columns 6 and 7).

Step 3
- To calculate the Number of Eligible Students Included in the Teacher's SLO, **count** the number of students with a "Yes" in column 6 of the Progress Monitoring Chart (column 6).

Step 4
- Next, **divide** the Number of Eligible Students who Met their Growth Target by the Number of Eligible Students Included in the Teacher's SLO and then **multiply** by 100 to get the Percent of Students Who Met their Growth Target.

Once the 'Percent of Students Who Met Their Growth Target' is calculated, the Principal will cross-walk it with the scoring rubric below to determine the teacher's SLO score and rating.

Percent of Students Who Met Their Growth Target				
0%-64%	**65%-70%**	**71%-89%**	**90%-100%**	**Teacher is not eligible to receive an SLO Score**
Corresponding SLO Score & Rating Level				
0	**1**	**2**	**3**	**N/A**
Failing	**Needs Improvement**	**Proficient**	**Distinguished**	**Not Applicable**

STOP

After the Principal calculates the teacher's SLO score, they will enter it into EDS. Any teacher who does not have a score of N/A, 0, 1, 2, or 3 entered in EDS will automatically receive a default score of 2 (Proficient) for their SLO, even if they were not eligible to receive a score.

If a teacher fails to complete the SLO process, they should receive a score of 0 (Failing).

Teacher-Specific PVAAS

For Teacher-Specific Reporting reflection tools, please refer to the following links:
Teacher-Specific Reporting Reflection Tool

Math Digging Deeper

ELA Digging Deeper

Science Digging Deeper

Teacher-specific strategies to improve student outcomes include areas such as high expectations, relevant, meaningful, and engaging instruction, relationship building with students, mentoring, parent communication, group and individual incentive programs, and continuity of instruction (teacher attendance).

More information on how to interpret the Teacher Specific Report can be found by viewing the e-Learning modules: https://pvaas.sas.com/learningModules.html?ad=wfT7v3xtaIAttNiM&as=h&aj=y#group-111

What is PVAAS Teacher-Specific Reporting?

The Pennsylvania Value-Added Assessment System (PVAAS) teacher-specific reports provide an estimate of the academic growth of a teacher's group of students in a state assessed content area for a specific school year. Each year, teachers of those state assessed content areas will receive a PVAAS composite score, which is a combined measure of all the tested subjects, grades, and Keystone courses taught. Additionally, diagnostic reports are provided for teachers to use in order to improve instructional practices and to assess the academic growth of students at varying achievement levels and demographic subgroups.

Who receives a PVAAS Teacher-Specific Report?

Teachers who are permanent or temporary professional employees, who hold a valid PA teaching certificate, and who have full or partial responsibility for content-specific instruction of assessed eligible content on Pennsylvania's state assessments (PSSA and/or Keystone exams) receive a Teacher-Specific Report. This includes:

- Teachers of grades 4-8 PSSA ELA and Math, grades 4 and 8 PSSA Science, and Keystone content areas (Algebra I, Biology, Literature)
- All other teachers responsible for content-specific instruction of assessed eligible content, including ESOL, special education, intervention, and enrichment teachers, etc. (regardless of area of certification)

In-Depth: Teacher-Specific PVAAS Reporting

What is the PVAAS Teacher-Specific Reporting Process?

Teacher-specific PVAAS depends on student performance on state-standardized assessments. Beyond administering state assessments, PVAAS involves: PVAAS Reporting and Roster Verification.

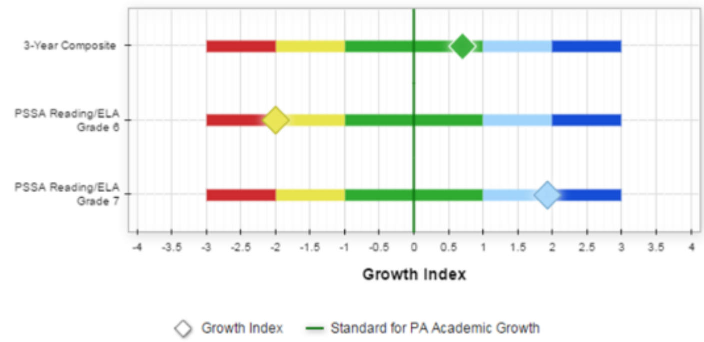
Teacher-Specific PVAAS Reporting	When?	What?
Teacher-Specific PVAAS Reporting	Released in October	Teachers can access their PVAAS report, which displays their composite and yearly score

Teacher-Specific PVAAS Reporting	How?

This sample Teacher Value Added Summary indicates a Growth Index of 0.71 as a 3-Year Composite score, resulting in a 3-Year Composite Score of 1.90 for the teacher's Effectiveness rating. The following chart explains how the components of the 3-Year Composite score are determined.

Sample Teacher Value-Added Summary

Teacher Value Added Summary | Diagnostic Summary



PVAAS Composite			
Subject	Growth Index	0-100 Scale	0-3 Scale
3-Year Composite	0.71	78	1.90

2016 Single Year Estimates of Academic Growth			
Subject	Growth Measure	Standard Error	Growth Index
PSSA Reading/ELA, Grade 6	-2.7	1.4	-2.00
PSSA Reading/ELA, Grade 7	2.1	1.1	1.93

Components of Teacher Value Added Report	
Growth Measure	The **Growth Measure** is a conservative estimate of the academic growth of a teacher's group of students who were concurrently enrolled with the teacher and for which the teacher had full (100%) or partial (<100%) instructional responsibility for the students in the state assessed grade/ subject/content area.
Standard Error	Growth is reported as an estimate and its interpretation is dependent upon the amount of error or variation in the estimate. This error or variation is expressed in terms of the **Standard Error**.
Growth Index	The **Growth Index** is the growth Measure divided by the Standard Error. The use of the Growth Index allows comparison across subjects, grades, and content areas.

PVAAS provides a measure of academic growth for a group of students by taking into account both their endpoint and their entering achievement level. To be included in the overall Effectiveness rating, a teacher must have three years of consecutive PVAAS scores, which make up the "3-Year Composite." In mid-October, teachers will have access to review their PVAAS scores their 0-3 converted ratings. Please refer to the table below for a crosswalk from 3-year Composite Scores to PVAAS Teacher Specific Ratings. The 3-Year Composite from the previous school year will be used in the current school year's ratings due to the lagged timing of the data release. Thus, the 3-Year Composite score from the 2016-2017 school year will be reflected in teachers' 2017-2018 Effectiveness rating.

Converting PVAAS Teacher 3-year Composite Score

PVAAS Color	PVAAS 3-year Composite Growth Index	PVAAS 100 Point Scale	PVAAS Teacher Rating 0-3 Scale
Dark Blue	+3.00 or Greater	100	3.00
Dark Blue	+2.00 to +2.99	90.00-99.99	2.50 to 2.99
Light Blue	+1.00 to +1.99	90.00 to 89.99	2.00 to 2.49
Green	-1.00 to +0.99	70.00 to 79.99	1.50 to 1.99
Yellow	-2.00 to -1.01	60.00 to 69.99	0.50 to 1.49
Red	-3.00 to -2.01	50.00 to 59.99	0.41 to 0.49
Red	-3.01 or Less	49.00	0.40

In Depth: PVAAS Roster Verification

What is PVAAS Roster Verification?

Roster verification is a process in May and June that allows teachers and principals to adjust and verify the percentages of instructional responsibility for every student, for each state assessment. Adjusting the percentages of instructional responsibility results in the students being weighted appropriately in the value-added analyses for PVAAS teacher-specific reporting. Students with less than 100% instructional responsibility will be weighted less in a teacher's PVAAS reporting than those students who have been claimed at 100%. There are two aspects of instructional responsibility

- Percentage of Student + Teacher Enrollment
- Full or Partial Percentage of Instruction

Understanding the *Percentage of Student + Teacher Enrollment* Calculation

The *Percentage of Student + Teacher Enrollment* calculation is based on the number of days a student and a teacher are enrolled together (concurrently enrolled) over the course of the instructional window. Starting with **Day One** of the instruction (subject/grade/course) for the state assessment, up to and including the last school day before the District's testing window opens for that state assessment, teachers will use the formula below to calculate the overall percentage for Student + Teacher Enrollment.

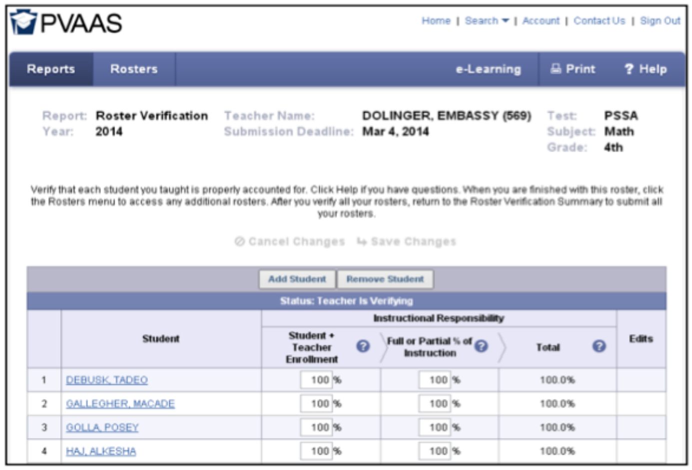
Total # of Days Student + Teacher Concurrently Enrolled
Divided by
Total # of Days for the Course/Subject/Grade

A teacher must participate in PVAAS Roster Verification in order to get a Teacher Specific Report. However, not all teachers who participate in Roster Verification will receive a Teacher-Specific Report.

Minimum Requirements for teachers to receive a report:

1) *Overall* N Count: A teacher must have a minimum of 11 students who took the PSSA on his/her roster
2) A student must be claimed for a minimum threshold of 10% total Instructional Responsibility to be included in the value-added reporting
3) *Active* N Count: The active N count must be a full-time equivalent of 6 students, or 600% for Instructional Responsibility (i.e.; a student claimed as 25% is a .25 active student or a student claimed as 50% is a .5 active student)

This percentage is based upon enrollment, *not attendance*. This percentage can only be adjusted for long-term, approved absences, such as medical leaves, student hospitalization, resignations, etc. The percentage of Student + Teacher Enrollment will be entered by teachers during the Teacher Verification Phase of Roster Verification. Once calculated, teachers will verify or edit the percentage in the Student + Teacher Enrollment column of the verification table.



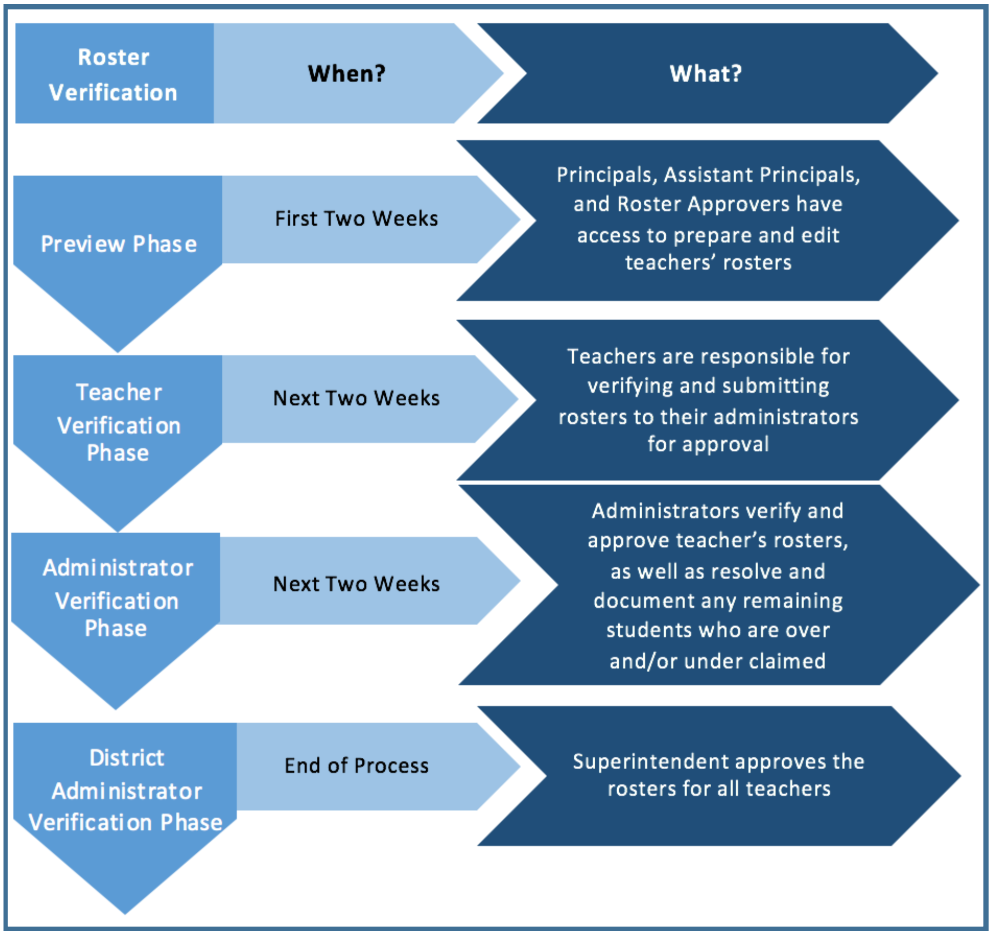
Understanding *Full or Partial Percentage of Instruction* and how to calculate

Full or Partial Percentage of Instruction is the percentage of content-specific instruction for a state assessment for which a teacher is responsible for providing to a specific student. The percentage is 100% for a student if only one teacher is responsible for providing instruction to that student in that subject area. If more than one teacher is responsible for content-specific instruction, then the percentage is shared between those teachers (i.e., if a student receives one period of math instruction from a classroom teacher per day and one period of math per day with a special education teacher, then each teacher claims 50% for instructional responsibility). This may occur when there is co-teaching, pull-out or push-in support, content preps, or pull-out interventions.

The percentage for Full or Partial Instruction will be verified or edited by teachers during the Teacher Verification Phase of Roster Verification. Once calculated, teachers will verify or edit the Full or Partial Percentage of Instruction in the appropriate column of the verification table. Teachers who have rosters to verify will receive email notifications from EVAAS Support with information about deadlines and login information. Teachers who do not receive these emails should consult with their school Principal to determine eligibility.

Total # of Minutes Teacher is Responsible for Instruction
Divided by
Total # of Minutes for the Course/Subject/Grade

Principals have the ability to create and modify PVAAS School User Accounts for their schools. Follow this PVAAS Account Stepper to set up the permissions for additional support with Roster Verification (Assistant Principals, Roster Chairs or School Based Teacher Leaders). Please note that Principals must remove school account access to teachers after the Preview Phase.



Preview Phase — How?

Principals should begin collaborating with teachers at the beginning of the school year and provide time for teachers to discuss and agree on shared instructional responsibility. Please see "Tracking Sheet for Student + Teacher Concurrent Enrollment" to facilitate accurate record keeping. This sheet can be found in Appendix B. During these two weeks, Principals and/or Assistant Principals should review completed Tracking Sheets with teachers.

During the Preview Phase of Roster Verification, Principals should ensure that all teachers have a roster for each content-specific course (tested grade/subject) that they teach. Even if there are only a few students on that teacher's caseload for a specific subject, the teacher must have a roster for that class. If a teacher does not have a roster, one should be created.

Teacher Verification Phase | **How?**

See checklist below to ensure all the steps to the Teacher Verification process have been completed.

- ☐ Teachers should have a roster for EACH state assessed grade, subject, and course for which they have full or partial responsibility towards the assessed eligible content as assessed by the PSSA or Keystone exams
  - Add and remove rosters as needed
  - If teachers have 1st semester Keystone course(s) and/or 2nd semester Keystone course(s)/full-year course(s), teachers should have a roster for each (Winter tested and Spring tested)
- ☐ Teachers should ensure that all students for which they have provided either full or partial instruction throughout the year are included on the roster for each tested subject and grade, or course
  - Add and remove students from each roster(s) as needed
- ☐ Verify and/or edited the % Student + Teacher Enrollment for EACH student on EACH roster
- ☐ Verify and/or edit the Full/Partial Percent of Instruction for EACH student on EACH roster
- ☐ Resolve all issues of over-claimed students within your school with the assistance of your Principal/Assistant Principal, if needed
- ☐ Complete the verification of all data for all rosters
- ☐ Submit all rosters to the Principal/Assistant Principal by the end of the Teacher Verification Phase (Rosters can be submitted prior to the end of the teacher phase)
  - Include a note/comment to the Principal/Assistant Principal about any issues unable to be resolved or needing assistance

In order to access Roster Verification:

- Go to https://pvaas.sas.com
- Enter your username and password
- Roll your mouse over the "Reports" tab in the upper left corner of the screen
- Click on Roster Verification
- Enter your PPID (Personal Professional Identification Number) which can be found on the Pennsylvania Department of Education website

Principals must also submit the following documentation when submitting teacher rosters to their Assistant Superintendents:

2017-18 Over and Under Claimed Documentation Spreadsheet

which is found in the School Educator Evaluation Dashboard

Administrator Verification Phase → **How?**

See checklist below to ensure all the steps to the Administrator Verification process have been completed.

- ☐ Verify that ALL teachers have a roster for EACH grade, subject, and course for which they have full or partial responsibility for the assessed eligible content as assessed by a PSSA or Keystone exam
  - Add, copy, and remove rosters as needed
  - Each teacher who teaches a 1st semester Keystone course(s) and/or 2nd semester Keystone course(s)/full-year course(s) has a roster for each (Winter tested and Spring tested)
- ☐ Verify that ALL students for which teachers provide full or partial instruction are included on rosters for each respective tested subject and grade, or course
  - Add, copy, and remove students as needed
- ☐ Verify the Percentage of Total Instructional Responsibility (Percentage of Student + Teacher Enrollment and Full/Partial Percentage of Instruction) for each student on each roster is accurate
- ☐ Verify that all issues of under-claimed students are correct and legitimate
  - This includes reviewing students who have been removed from rosters to ensure accuracy of this information, as well as contacting other district schools to determine the reason why a shared student may be under claimed
  - Refer to the guidance sheet for specific examples
  - You must document all instances of under claiming using the spreadsheet attached to your Educator Evaluation Dashboard in Google Drive.
- ☐ Resolve all issues of over-claimed students with the teachers involved within your school and across schools
  - This includes all over-claimed students within the district <u>AND</u> any students shared simultaneously with another LEA.
  - You must contact other district schools and document all instances of over claiming.
- ☐ Return to teachers any rosters that require changes. Then, re-approve those rosters
- ☐ Complete all rosters for teachers unable/unavailable to verify during the the Teacher Verification window
  - Approve and submit all rosters to the district (a.k.a. your Assistant Superintendent) by the end of the School Administrator Verification Phase (School Administrators do not have to wait until the end of the school verifier window to submit rosters to the district).

In order to access Roster Verification:

- Go to https://pvaas.sas.com
- Enter your username and password
- Roll your mouse over the “Reports” tab in the upper left corner of the screen
- Click on Roster Verification
- Enter your PPID (Personal Professional Identification Number) which can be found on the Pennsylvania Department of Education website

District Administrator Verification Phase → How?

See checklist below to ensure all the steps to the District Administration Approval process have been completed.

- [ ] Verify that ALL issues of under-claimed students are correct and legitimate
    - Review numbers of over and under claiming at each school in consultation with the Evaluation Team
    - Each school in the network provided documentation for under claimed students
- [ ] All Principals/Assistant Principals have resolved all issues of over-claimed students with the School Administrators and teachers involved
    - This includes all over-claimed students only within the district
    - Any students over claimed with another LEA will be resolved proportionally by PDE
- [ ] Return to Principals/Assistant Principals any schools’ rosters that require changes. Then, re-approve those rosters
    - All Principals/Assistant Principals communicated to teachers (suggest via email for a history of this communication) any changes to a teacher’s roster during the District Administrator Verification window as rosters cannot be returned to the teacher during the District Administration window
- [ ] Approve all of your schools’ rosters in order to be submitted to SAS EVAAS® by District Administrationat the end of the LEA Administration Verification window

Teachers may access their SPP scores via the District's School Performance Profile app by logging into the District's Master login page. The School Performance Profile App allows teachers to see the SPP scores used to calculate their evaluation scores and ratings from the current and previous school years.

Teacher School Performance Profile

What is the School Performance Profile?

School Performance Profile (SPP) is Pennsylvania's school accountability model used to capture a school's overall performance. The SPP incorporates a variety of weighted indicators—both academic and nonacademic—to capture a school's overall performance. These include student performance and growth on PSSA or Keystone Exams, school graduation rate and/or promotion rates, and attendance, among other indicators. SPP scores range from 0 to 107. Schools can earn up to 100 points based on a school's performance across four categories (*Academic Achievement, Academic Growth, Closing the Achievement Gap, and Other Academic Indicators*). Additionally, schools have the opportunity to earn up to seven "extra credit" points for advanced student performance.

Who receives a School Performance Profile score?

SPP scores will be included in all Teachers' Effectiveness ratings **except** those who meet the following criteria:

- First year teaching in the District
- Pre-K Teacher
- Title I Teacher in Non-Public Programs
- Centrally located and NOT assigned to provide direct services to any school
- Teachers assigned to a school that does not receive an SPP score

What is the School Performance Profile Process?

Since SPP scores are calculated by the Pennsylvania Department of Education, teachers do not need to submit anything to receive an SPP score. Schools receive one SPP score that applies to all teachers in that building (i.e., a building-level score).

How does the SPP capture Teacher Performance?

Since a school's SPP score for the current academic year is not released until fall of the following school year, the SPP score used to calculate a teacher's overall rating relates to the school(s) at which a teacher taught during the *PREVIOUS* school year. Specifically, the SPP is based on the school(s) that the teacher was associated with from February 1 and June 1 of the previous school year.

The school's SPP score (ranging from 0-107) is converted to a 0-3 score which are then used in teachers' Effectiveness ratings. The conversions are calculated using the following formulas provided by the Pennsylvania Department of Education. Please keep in mind that teachers who were at different schools on February 1 and June 1 of the previous school year will first need to calculate the 0-3 score for each school and then average them together.

CRITERIA	FORMULA
For SPP score less than 60.0	SPP Score x .0083
For SPP score 60.0 or greater but less than 70.0	(SPP Score x .10)-5.5
For SPP score 70.0 or greater but less than 100.0	(SPP Score x .05)-2.0
For SPP score 100.0 or greater	3.00

Note: Manually calculated values should be truncated to 2 decimal places.

Teacher Multiple Measure Summary

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

Mid-Year MMS Report
Only 2nd and 3rd year teachers, who have a 5-month rating period, receive an MMS following the fall rating period (i.e., Mid-Year MMS).

What is a Multiple Measure Summary?

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

Who receives a Multiple Measure Summary?

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

	Teacher Type	Principal Review & Release to Teacher	Deadline for Teachers to Receive MMS Report
Mid-Year MMS	2nd & 3rd Year TPE	1/22/18 – 1/31/18	January 31, 2018
End-of-Year MMS	All Teachers	5/31/18 – 6/13/18	June 30, 2018

How does the Multiple Measure Summary capture Teaching Practice?

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

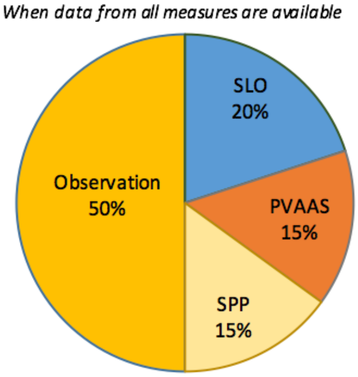
To calculate a teacher's overall Effectiveness Rating, the score from each Effectiveness measure is converted to a 0-3 scale. These converted scores are multiplied by their respective weights described on the next page, and then added together to create a final Teacher Effectiveness Score. Scores for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

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

What is the Multiple Measure Summary Process?

At the conclusion of the rating period, the Evaluation team works with the District's Office of Information Systems to calculate every teachers' MMS. For most teachers, this occurs at the end of their 10-month rating period in the spring. Once the score has been calculated, a Multiple Measures Summary Report is uploaded to EDS, which is then to be reviewed and released by the Principal. Effectiveness Ratings must be released to teachers by January 31st (if applicable) and June 30th, therefore any outstanding MMS reports are automatically released on those dates.

Calculation of Teacher Effectiveness Score
When data from all measures are available



Available Data from Previous Year

Tenured teachers currently in a PDP year who received a Proficient or Distinguished rating the previous rating period are not formally observed. Thus, the observation score used to calculate their Effectiveness Score and Rating comes from their most recent formal observation year.

See sample MMS on next page for teacher with missing SPP data

Teacher-Specific PVAAS and SPP scores come from Pennsylvania's Department of Education and are provided in fall of the following school year. In order to deliver Effectiveness Scores and Ratings at the conclusion of the fall rating period, the District uses Student Learning Objective, Teacher-Specific PVAAS, and SPP scores from the previous school year. To calculate Effectiveness Scores and Ratings at the conclusion of the spring rating period, the District uses Teacher-Specific PVAAS and SPP scores from the previous school year.

Only teachers who are on a 5-month rating period will receive an MMS following the fall rating period (i.e., a Mid-Year MMS).

In-Depth Look: Multiple Measure Summary

Teacher Effectiveness Ratings are based on all available data, with scores from each measure weighted according to Pennsylvania Department of Education (PDE) regulation. Not all teachers have data for each of the measures. **Also, note that if a teacher is in a PDP year, the most recent observation score will be used in the MMS calculation.** The tables below show the different ways a teacher's Effectiveness Score can be calculated based on available data.

All Data Available

Teacher Observation	Student Learning Objectives	Teacher-Specific PVAAS	School Performance Profile
50%	20%	15%	15%

One Missing Component

Observation	SLO	PVAAS	SPP
50%	35%	—	15%
65%	20%	15%	—
70%	—	15%	15%

Two Missing Components

Observation	SLO	PVAAS	SPP
65%	35%	—	—
85%	—	—	15%
85%	—	15%	—

Three Missing Components

Observation	SLO	PVAAS	SPP
100%	—	—	—

Understanding the Teacher Multiple Measure Summary

The following page shows an example MMS Report. As shown, scores for each measure are presented in addition to Domain-level observation scores. The key terms below will help guide understanding of Effectiveness Scores and Ratings.

Rating: 0-3 score teacher received for that measure

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

Earned Points: Total amount of points for that measure that will contribute to the teacher's Effectiveness Rating and Score. Can be found be multiplying the Rating by the Factor. The maximum earned points total is 3

Teacher Effectiveness Rating Earned Points: Overall Teacher Effectiveness Score

Teacher Effectiveness Rating Converted: Effectiveness Rating/Performance Level

Overall Rating: Designation of Satisfactory or Unsatisfactory

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

Peer Assistance and Review (PAR): A year-long program for all first year temporary professional teaching employees and for tenured employees who received an Unsatisfactory Effectiveness rating the previous rating period. Teachers in PAR receive one formal observation towards the end of the spring observation window.

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

See PGS Manual for more information on Performance Improvement Plan requirements and policies.

1st Year Teachers and Tenured Teachers in PAR

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

Implications for Needs Improvement Ratings

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

	PIP Length	Number of Formal Observation
Non-Tenured Teacher	5-months	1
Tenured Teacher	10-months	2

STOP

The second Effectiveness Rating of Needs Improvement in the same certification within a span of 10 years of the first Needs Improvement Rating will be considered Unsatisfactory.

Implications for Failing Ratings

Tenured teachers who receive a Failing End-of-Year rating will be enrolled in the Peer Assistant and Review (PAR) program for the following school year. Non-Tenured (2nd and 3rd year) teachers who receive a Failing rating can be dismissed, a recommendation made by the Principal. Those who are retained will complete a coach-driven PIP.

Teacher Type	Implications & PIP Length
Non-Tenured Teacher: **Mid-Year MMS**	**Grounds for Dismissal** **If Retained:** **• Complete PIP** **• Receive 1 Formal Observation**
Non-Tenured Teacher: **End-of-Year MMS**	**Grounds for Dismissal**
Tenured Teacher	**Enter Peer Assistance and Review**

Multiple Measures Summary

Submitted

MMS Rating

Overall Score Satisfactory

Observation

Domain I

Planning and Preparation - Earned Points Score 0.3

Planning and Preparation Rating	Score 1.5	Planning and Preparation Factor	Score 20%

Domain II

Classroom Environment - Earned Points Score 0.6

Classroom Environment Rating	Score 2	Classroom Environment Factor	Score 30%

Domain III

Instruction - Earned Points Score 0.4

Instruction Rating	Score 1.33	Instruction Factor	Score 30%

Domain IV

Professional Responsibility - Earned Points Score 0.4

Professional Responsibility Rating	Score 2	Professional Responsibility Factor	Score 20%

Overall Observation Score

Teacher Observation and Practice Earned Points Sum Score 1.7

Planning and Preparation Earned Points	Score 0.3	Classroom Environment Earned Points	Score 0.6
Instruction Earned Points	Score 0.4	Professional Responsibility Earned Points	Score 0.4

Student Performance

SPP	Building-level Score	Score 0	Teacher-specific Rating	Score 2	PVAAS
	Building-level Rating Converted	Score 0	Elective Rating	Score 2	SLO

Teacher Effectiveness Rating - Earned Points Score 1.81

Observation	Teacher Observation and Practice Score Factor	Score 65%	Teacher Observation and Practice Earned Points	Score 1.11	
	Building-level Score Factor	Score 0%	Building-level Earned Points	Score 0	SPP
PVAAS	Teacher-Specific Score Factor	Score 15%	Teacher-Specific Earned Points	Score 0.3	
	Elective Data Score Factor	Score 20%	Elective Data Earned Points	Score 0.4	SLO

Final Performance Rating Score Satisfactory

Teacher Effectiveness Rating Earned Points	Score 1.81	Teacher Effectiveness Rating Converted	Score PROFICIENT

Educator Evaluation Handbook

Non-Teaching Professional Educator Evaluation SY 2017 - 2018

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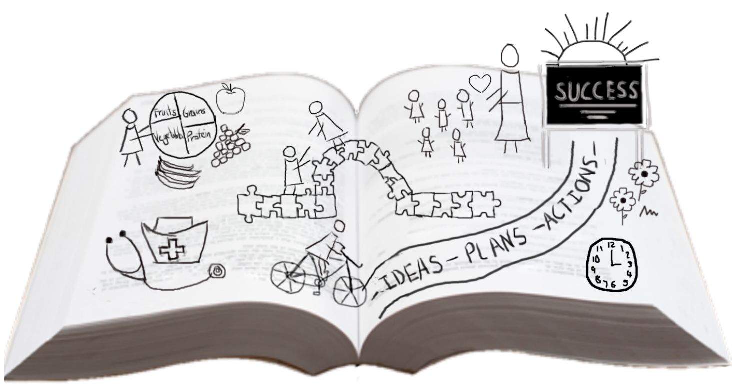


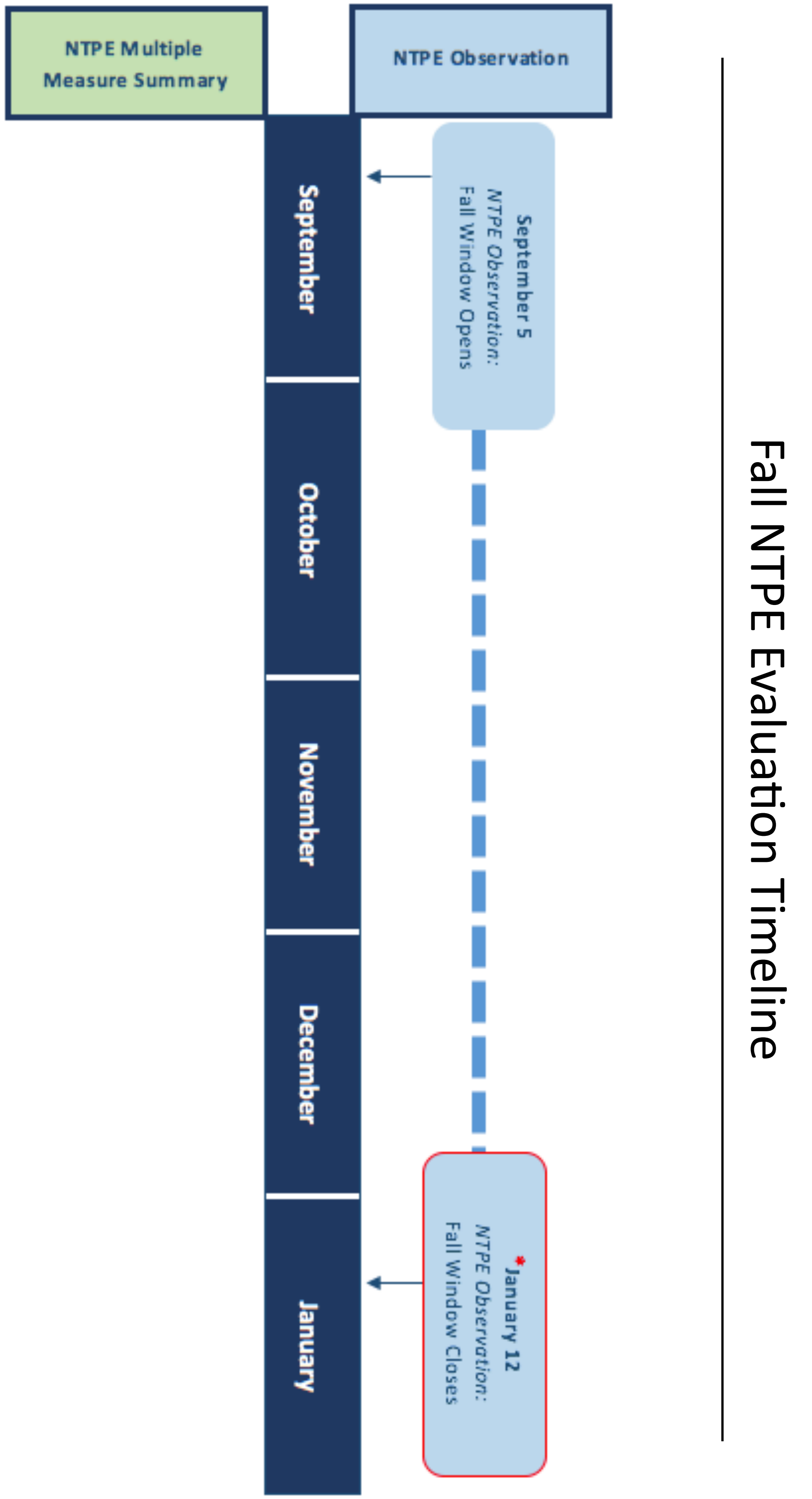
Questions about Counselor Evaluation?

Contact the Prevention & Intervention Team
440 N. Broad Street, Philadelphia PA 19130
Office: (215) 400 - 4220 (option 6)
Email: preventionandintervention@philasd.org
Lori Paster, Deputy of Prevention & Intervention

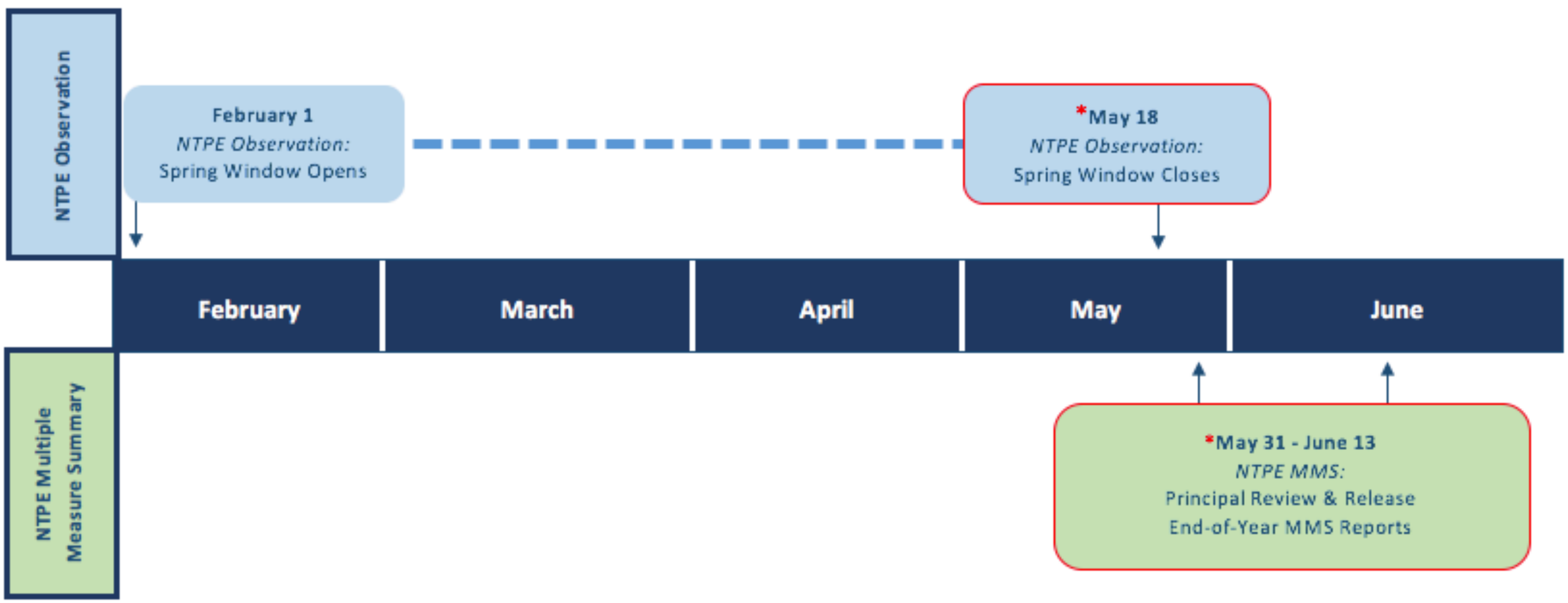
Questions about Nurse Evaluation?

Contact the Office of Specialized & Student Support Services
440 N. Broad Street, Suite 206, Philadelphia PA 19130
Office: (215) 400 - 6953
Tracey Williams, Director of Student Health Services

NTPE Evaluation Timeline SY 2017-2018



Spring NTPE Evaluation Timeline



Non-Teaching Professional Employee Observation

Non-Teaching Professional Employees (NTPEs) include:

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

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

Default Observation Scores:

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

What is Non-Teaching Professional Employee Observation?

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

Who is Formally Observed?

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

	Fall September 5, 2017 - January 12, 2018	Spring February 1, 2018 - May 18, 2018
Nurses	1	1
Counselors	1	1

Note:

All other NTPEs not listed here are observed by a Central Office Administrator.

How do formal NTPE observations capture NTPE practice?

When NTPEs are formally observed, they will receive a numerical score of 0, 1, 2, or 3 on each of the 10 components in their rubric. Component scores correspond with performance levels ranging from Distinguished (3) to Failing (0). Component scores within the same Domain are averaged together to create a Domain score. An overall observation score is calculated by averaging the Domain scores. All observation scores are averaged across the rating period to produce one observation score to be factored into the Effectiveness Rating.

What is the formal observation process?

NTPEs can be observed by their Principal, Assistant Principal, or Assistant Superintendent. Formal observations include both numerical scores (0-3) and qualitative, written feedback on all 10 components. **Since the work of nurses and counselors is sensitive in nature, observers will primarily use evaluative conferences with the NTPE to collect evidence and discuss performance relative to the 10 components of their rubric.** Within the rubric, there are components with evidence that can be collected via direct observation. In this case, observers should follow the same process used for teachers which involves a pre- and post-conference and observation.

NTPE Formal Observation	When?	What?
Evaluative Conferences	**Fall:** September 5, 2017 – January 12, 2018 **Spring**: February 1, 2018 – May 18, 2018	Principals will meet with the NTPE with the expectation to discuss performance around the 10 observation components and their respective evidence

F = Fall Observation Period

S = Spring Observation Period

See Appendix C for Nurse Observation Rubric and Appendix D for Counselor Observation Rubric

Evaluative Conferences — How?

Evaluative Conferences can occur as frequently as needed to collect evidence relative to each of the 10 components of the rubric. The conferences offer an opportunity for rich discussion between the NTPE and observer in addition to providing opportunities for NTPEs to share evidence that highlights the portfolio of their work.

In-Depth Look: NTPE Observations

NTPE Formal Observation	When?	What?
Pre-Observation Conference	Prior to Formal Observation/Evaluative Conference	Principals will hold a Pre-Observation Conference with the NTPE, in which they discuss the activities they will observe the NTPE performing
Evaluative Conference	**Fall:** September 5, 2017 – January 12, 2018 **Spring**: February 1, 2018 – May 18, 2018	Principals will meet with the NTPE with the expectation to discuss performance around the 10 observation components and their respective evidence
Post-Observation Conference	Following the Formal Observation/Evaluative Conference	Principals will hold a Post-Observation Conference with the NTPE, in which they discuss the observation, Principal's feedback, supplemental evidence, and artifacts

Pre-Observation Conference — How?

The formal observation should be scheduled in advance with enough time for both the NTPE and observer to adequately prepare for the observation. The Pre-Observation Conference should be scheduled a minimum of 48 hours in advance of the activities being observed. The Pre-Observation Conference may address some of the following items and more:

- List the objective(s) for the activities
- Describe your process for determining the objective(s) and what you considered to ensure they were the appropriate objectives
- How will you determine success or positive outcome for these activities?
- What else should the observer look for?

During the Pre-Observation Conference, observers should refer the NTPE to the 10 components of their rubric. This is an opportunity for observers and NTPEs to have a professional conversation reinforcing and enhancing practices.

Formal Observation **How?**

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

The observer will enter scores and written feedback for the observable components in EDS. Observers should share the observation as a "Draft" with the NTPE, to allow NTPEs to respond to feedback, and upload relevant artifacts and evidence.

Post-Observation Conference **How?**

The Post-Observation Conference is another important opportunity to engage in professional dialogue regarding the complexities of their practice. The Post-Observation Conference may address some of the following items and more:

- Did you accomplish the objectives of the activity? How do you know?
- If you had a chance to perform this activity again, what would you do differently, from planning through execution?

For school counselors, Principals will also review evidence via portfolio and case examples. After the Post-Observation Conference, Principals will submit the formal observation as complete in EDS.

NTPE School Performance Profile

NTPEs may access their SPP scores via the District's School Performance Profile app by logging into the District's Master login page. The School Performance Profile App allows NTPEs to see the SPP scores used to calculate their effectiveness scores and ratings from the current and previous school years

What is the School Performance Profile?

School Performance Profile (SPP) is Pennsylvania's school accountability model used to capture a school's overall performance. The SPP incorporates a variety of weighted indicators—both academic and nonacademic—to capture a school's overall performance. These include student performance and growth on PSSA or Keystone Exams, school graduation rate and/or promotion rates, and attendance, among other indicators. SPP scores range from 0 to 107. Schools can earn up to 100 points based on a school's performance across four categories (*Academic Achievement, Academic Growth, Closing the Achievement Gap, and Other Academic Indicators*). Additionally, schools have the opportunity to earn up to seven "extra credit" points for advanced student performance.

Who receives a School Performance Profile score?

Only NTPEs who were assigned to a school prior to February 1 will receive an SPP score. Additionally, NTPEs who were centrally located and not assigned to provide direct services to any school would not receive an SPP score.

What is the School Performance Profile Process?

Since SPP scores are calculated by the Pennsylvania Department of Education, NTPEs do not need to submit anything relative to their SPP.

How does the School Performance Profile Capture NTPE Performance?

Since, a school's SPP score for the current academic year won't be released until fall of the following school year, the SPP score used to calculate an NTPE's overall rating relates to the school(s) they were at during the PREVIOUS school year. Specifically, the SPP is based on the school(s) that the NTPE was associated with on January 31 through the end of the previous school year.

The school's SPP score (ranging from 0-107), is converted to a 0-3 score using the following formulas provided by the Pennsylvania Department of Education. Please keep in mind that NTPEs who were at different schools from January 31 through the end of the previous school year will first need to calculate the 0-3 score for each school and then average them together.

CRITERIA	FORMULA
For SPP score less than 60.0	SPP Score x .0083
For SPP score 60.0 or greater but less than 70.0	(SPP Score x .10)-5.5
For SPP score 70.0 or greater but less than 100.0	(SPP Score x .05)-2.0
For SPP score 100.0 or greater	3.00

Note: Manually calculated values should be truncated to 2 decimal places.

NTPE Multiple Measure Summary

What is a Multiple Measure Summary?

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

Who receives a Multiple Measure Summary?

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

	Principal Review & Release to NTPE	Deadline for NTPE to Receive MMS Report
End-of-Year MMS	5/31/18 – 6/13/18	June 30, 2018

How does the Multiple Measure Summary capture NTPE practice?

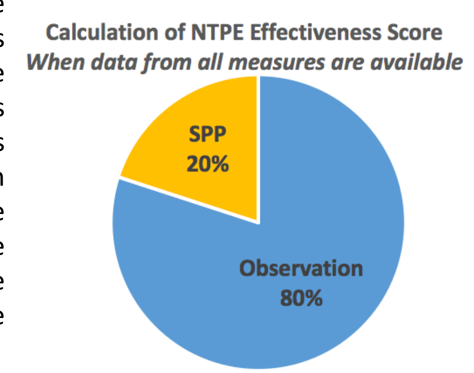
Each measure of the NTPE Evaluation System captures different aspects of practice. Collectively, the measures provide a comprehensive assessment of effectiveness as it captures both NTPE practice and building-level indicators.

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

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

What is the Multiple Measure Summary Process?

At the conclusion of the rating period, the Evaluation team works with the District's Office of Information Systems to calculate every NTPE's MMS. Once the score has been calculated, a Multiple Measures Summary Report is uploaded to EDS, which is then to be reviewed and released by the Principal. Effectiveness Ratings must be released to NTPEs by June 30th, therefore any outstanding MMS reports are automatically released on those dates.



NTPEs, as with all educators, will always have an observation score.

In-Depth Look: Multiple Measure Summary

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

All Data Available

NTPE Observation	School Performance Profile
80%	**20%**

One Missing Component

NTPE Observation	School Performance Profile
100%	**—**

Understanding the NTPE Multiple Measure Summary

The following page shows an example MMS Report. As shown, scores for each measure are presented in addition to Domain-level observation scores. The key terms below will help guide your understanding of the Effectiveness Score and Rating.

Rating: 0-3 score received for that measure

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

Earned Points: Total amount of points for that measure that will contribute to the Effectiveness Rating and Score. Can be found be multiplying the Rating by the Factor. The maximum earned points total is 3

Teacher Effectiveness Rating Earned Points: Overall NTPE Effectiveness Score

Teacher Effectiveness Rating Converted: Effectiveness Rating or Performance Level

Overall Rating: Designation of Satisfactory or Unsatisfactory

If there is no SPP score, the Observation will count as 100% of the NTPE Effectiveness Score.

MMS Rating

Multiple Measures Summary

Submitted

Overall Score Satisfactory

Observation

Domain I

Planning and Preparation - Earned Points			Score 0.57
Planning and Preparation Rating	Score 2.25	Planning and Preparation Factor	Score 25%

Domain II

Educational Environment - Earned Points			Score 0.54
Educational Environment Rating	Score 2.17	Educational Environment Factor	Score 25%

Domain III

Delivery of Service - Earned Points			Score 0.54
Delivery of Service Rating	Score 2.17	Delivery of Service Factor	Score 25%

Domain IV

Professional Development - Earned Points			Score 0.57
Professional Development Rating	Score 2.25	Professional Development Factor	Score 25%

Overall Observation Score

Observation and Practice Earned Points Sum			Score 2.22
Planning and Preparation Earned Points	Score 0.57	Educational Environment Earned Points	Score 0.54
Delivery of Service Earned Points	Score 0.54	Professional Development Earned Points	Score 0.57

SPP

Student Performance			
Building-level Score	Score 97.3	Building-level Rating Converted	Score 2.87

NTPE Effectiveness Rating - Earned Points			Score 2.34
Observation and Practice Score Factor	Score 80%	Building-level Score Factor	Score 20%
Observation and Practice Earned Points	Score 1.77	Building-level Earned Points	Score 0.57

Observation

SPP

Final Performance Rating			Score Satisfactory
Effectiveness Rating Earned Points	Score 2.34	Effectiveness Rating Converted	Score PROFICIENT

APPENDIX

Table of Contents

Appendix A

SDP Modified Danielson Framework For Teaching

Danielson Framework for Teaching

Domain 1: Planning and Preparation

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

Danielson Framework for Teaching

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

Danielson Framework for Teaching

Domain 2: The Classroom Environment

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

Danielson Framework for Teaching

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

Danielson Framework for Teaching

Domain 3: Instruction

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

Danielson Framework for Teaching

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

Danielson Framework for Teaching

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

Danielson Framework for Teaching

Domain 4: Professional Responsibilities

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

Appendix B
PVAAS Tracking Sheet

Tracking Sheet for Student + Teacher Concurrent Enrollment

Teacher Name: ________________________________ **Grade/Class/Period:** ________________________

Student Name	***First day enrolled***	***Last day enrolled***	***% of enrollment***	***Full/partial % of instruction***	***School/district transferred to OR from***	**Notes:**

Please note: Full day PD days, holidays, and full snow days do not count. All other school days count (conferences, half day PD days, any other early dismissal days, etc.).

Appendix C

Nurse Observation Rubric and Evidence

Nurse Observation Rubric and Evidence

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

Nurse Observation Rubric and Evidence

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

Nurse Observation Rubric and Evidence

Domain 2: Educational Environment

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

Nurse Observation Rubric and Evidence

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

Nurse Observation Rubric and Evidence

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

Nurse Observation Rubric and Evidence

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

Nurse Observation Rubric and Evidence

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

Nurse Observation Rubric and Evidence

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

Nurse Observation Rubric and Evidence

Domain 4: Professional Development

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

Nurse Observation Rubric and Evidence

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

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

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

Appendix D

Counselor Observation Rubric and Evidence

Counselor Observation Rubric and Evidence

Domain 1: Planning and Preparation

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

Counselor Observation Rubric and Evidence

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

Counselor Observation Rubric and Evidence

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

Counselor Observation Rubric and Evidence

Domain 2: Educational Environment

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

Counselor Observation Rubric and Evidence

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

Counselor Observation Rubric and Evidence

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

Counselor Observation Rubric and Evidence

Domain 3: Delivery of Service

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

Counselor Observation Rubric and Evidence

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

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

Counselor Observation Rubric and Evidence

Component	0 *Failing*	1 *Needs Improvement*	2 *Proficient*	3 *Distinguished*
3e: Demonstrating Flexibility and Responsiveness	SC adheres to the service delivery plan, even when the data indicates a change is warranted in order to improve outcomes.	SC accepts responsibility for the quality of service delivery outcomes but has only a limited repertoire of strategies to use to improve them.	SC uses data to promote the successful goal achievement of all students and makes adjustments as needed to service delivery plans.	SC actively solicits the feedback of all stakeholders to inform continuous improvement efforts and related outcomes as a function of
3e: Demonstrating Flexibility and Responsiveness *Evidence/Examples*	*SC does not utilize district approved crisis prevention techniques with a first grader who is screaming, even though the counselor is trained.* *SC communicated to a student that the reason they were failing was because they were lazy.* *SC is not knowledgeable about at- risk factors for school dropout.* *SC does not believe that the School counseling program needs to address the academic, career and personal needs of all students and to that end delivers primarily responsive services in the personal-social domain.*	*SC accepts responsibility for using an inappropriate technique with a student who was screaming but does not research more effective techniques or consult with other experts in this area.* *SC communicated to a student that the reason they were failing was because they were lazy but worked to develop a home-school plan with the student's family.* *SC is aware of at risk factors for school dropout but does not utilize them with his/her caseload.*	*SC accepts responsibility for using a less effective technique with a student who was screaming and replaces it in a timely fashion with a more effective technique as a result of consultation with other stakeholders and review of reliable resources and research.* *SC gathers and analyses data to identify students at risk for dropping out of school and follows up with evidence based strategies to address the risks.* *SC builds on student needs, skills and interests to incorporate 21st Century skills and content into School counseling program.*	*SC collaborates and consults with stakeholder groups to ensure that school counseling program plans address and support students' academic, career and personal/social development.* *SC convenes a meeting with the student and all relevant parties to weigh the value of making a change to a student's schedule (removal of music) in place of more academic support time due to failing grades in reading and mathematics.* *SC, looking at school-wide screening data with bully prevention statistics and office disciplinary referrals, advocates with their advisory council for a change of school-wide focus from cafeteria behavior to bus behavior interventions to meet the needs of a middle school building.* *SC identifies school-wide/system wide policies that have potential for placing students at risk of dropping out and works to address/change those policies.*

Counselor Observation Rubric and Evidence

Domain 4: Professional Development

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

Counselor Observation Rubric and Evidence

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

Counselor Observation Rubric and Evidence

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

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

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

Appendix E
Counselor Observation In-Depth Workbook

Domain 1: Planning & Preparation/Component 1b

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

School Counselor should present/Principal can ask to see:

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

Principal Can Observe:

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

Assess for the Following:

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

Possible Guiding Questions:

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

Domain 1: Planning & Preparation/Component 1d

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

School Counselor should present/Principal can ask to see:

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

Principal Can Observe:

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

Assess for the Following:

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

Possible Guiding Questions:

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

Domain 2: Educational Environment/Component 2a

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

School counselor should present/Principal can ask to see:

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

Principal Can Observe:

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

Assess for the Following:

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

Possible Guiding Questions:

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

Domain 2: Educational Environment/Component 2d

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

School Counselor should present/Principal can ask to see:

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

Principal Can Observe:

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

Assess for the Following:

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

Possible Guiding Questions:

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

Domain 2: Educational Environment/Component 2e

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

School Counselor should present/Principal can ask to see:

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

Principal Can Observe:

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

Assess for the Following:

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

Possible Guiding Questions:

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

Domain 3: Delivery of Service/Component 3a

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

School Counselor should present/Principal can ask to see:

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

Principal Can Observe:

- Social/emotional Lesson Plan
- Counselor Meeting with student

Assess for the Following:

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

Possible Guiding Questions:

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

Domain 3: Delivery of Service/Component 3b

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

School Counselor should present/Principal can ask to see:
- Examples of group curriculum using creative techniques to elicit discussion from all participants
- Example of collaboration with teacher to create cooperative learning groups to address behavioral, emotional, development needs

Principal Can Observe:
- Group Curriculum

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

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

Domain 3: Delivery of Service/Component 3e

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

School Counselor should present/Principal can request to see:

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

Assess for the Following:

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

Possible Guiding Questions:

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

Domain 4: Professional Development & Responsibility/Component 4c

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

School Counselor should present/Principal can ask to see:

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

Principal Can Observe:

- Family Meeting
- Interagency Meeting

Assess for the Following:

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

Possible Guiding Questions:

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

Domain 4: Professional Development & Responsibility/Component 4c

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

School Counselor should present/Principal can request to see:

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

Principal Can Observe:

- Counselor facilitation of PD or turnaround PD programs

Assess for the Following:

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

Possible Guiding Questions:

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

Process for Counselor Evaluation

Pre-Conference

Similar to the process of teachers receiving a formal observation, a pre-conference between the observer and the observee is designed to discuss mutual expectations for the observation, including: what will be observed, examples of evidence representative of distinguished and proficient performance and confirmation of the observee's understanding of the rubric.

Post-Conference

Upon entering the observation in the Education Development Suite (EDS), the observer will share a "Draft" of the observation with the observee no more than 5 days after the observation. Upon receiving the draft, the observee may respond with general questions or comments as well as upload any artifacts to refute any evidence presented in the observation. A final post conference should be held to discuss the findings shared in the draft prior to the observation being formally "submitted" in the EDS System. During this conference, the observer and observee discuss the final observation score and the observer submits the observation as final in EDS. In the event that the "Draft" observation shared with the observee is Unsatisfactory, a PFT representative should be invited to attend the post-conference on behalf of the observee.

For questions or concerns related to Counselor Evaluation please contact:
Lori Paster
Deputy Chief, Prevention & Intervention
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Domain 4: Professional Development & Responsibility/Component 4e

	0	1	2	3
Component	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
4e. Growing and Developing Professionally	Limited PD activities	Limited PD activities	Seeks PD opportunities	Seeks PD opportunities
	Resists performance feedback	Does not seek out feedback/ accepts with reluctance	Welcomes feedback	Seeks out feedback
	No responsibility to profession or sharing knowledge	Limited contribution to profession	Active participation in school and in assisting other SC	Does research Initiates activities to contribute to profession
				Assumes leadership role in school and counseling profession