School District of Hernando County

Instructional Personnel Evaluation System

Updated 6/27/2023

Purpose

The purpose of this document is to provide the district with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST-2018, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

Instructions

Each of the sections within the evaluation system template provides specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices in accordance with the Table of Contents.

Before submitting, ensure the document is titled and paginated.

Submission

Upon completion, the district shall email this form and any required supporting documentation as a Microsoft Word document for submission to DistrictEvalSysEQ@fldoe.org.

Modifications to an approved evaluation system may be made by the district at any time. Substantial revisions shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.

Table of Contents

Part I: Evaluation System Overview

In Part I, the district shall describe the purpose and provide a high-level summary of the instructional personnel evaluation system.

The Instructional Evaluation System for Hernando County School District (HCSD) is annually reviewed by the Evaluation Manual Annual Review Team (EMART) which is comprised of approximately equal numbers of administrators and instructional staff. A document is prepared for the annual Board Approval. After Board Approval the document is then posted on the district website and each site administrative team shares out the information during their preschool week activities and training. New instructional staff and late hires receive additional training to support their transition. The Evaluation System for HCSD is made up of two parts. Sixty five percent (65%) is Observed Practices and thirty five percent (35%) is Student Outcome Measurement (SOM). HCSD had adopted the Danielson Model for the Observed Practices portion of the evaluation. The purpose of the evaluation system is to support each instructional staff member being aware of and working on progress towards the Florida Educator Accomplished Practices through feedback and discussion about the components of the Danielson Model. The student outcome measurement portion also gives focus to instructional staff members analyzing student data for the purposes of assessing the effectiveness of educator practices and differentiating instruction as needed. HCSD currently used the 2013 Danielson language that is modified slightly to communicate expectations for all instructional staff. Each instructional staff is assigned an evaluation type in the Frontline professional growth system based on their job title. Evaluation types include classroom teacher, probationary classroom teacher, ESE teacher, probationary ESE teacher, student services, coach, non-classroom, media center, eSchool teacher, and therapeutic specialist. Classroom teachers receive five observations from administration. Probationary teachers also receive five observations and their first observation is the 3-step observation. Non-classroom teachers receive one to two observations. All instructional staff have a mid-year progress face to face meeting with their evaluator. This allows conversation to make expectations clear and set goals for the final observed practices review that is called Part A Observed Practices. If at the mid-year point an instructional staff member is concerned about the mid-year ratings and wants to request additional observations take place beyond the expected, this is the appropriate time to request those observations to be scheduled. For example, a classroom teacher who has had three observations request that six be completed instead of the minimum of five. The deadline to request an additional observation is April 1st. Student data and other measurements for each instructional staff member are identified and used to finalize a summative evaluation for each instructional staff member.

Part II: Evaluation System Requirements

In Part II, the district shall provide assurance that its instructional personnel evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.

System Framework

☒ The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.

☒ The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education.

☒ The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on each of the FEAPs, and may include specific job expectations related to student support.

Training

☒ The district provides training programs and has processes that ensure

- Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
- Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data Inclusion and Reporting

☒ The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.

☒ The district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance, and the evaluation results of instructional personnel.

☒ The district may provide opportunities for parents to provide input into performance evaluations, when the district determines such input is appropriate.

Evaluation Procedures

☒ The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.

☒ The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.

☒ The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.

☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.

- The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
- The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
- The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
- The evaluator must discuss the written evaluation report with the employee.
- The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
- The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

☒ The district has procedures for how evaluation results will be used to inform the

- Planning of professional development; and
- Development of school and district improvement plans.

☒ The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

Notifications

☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.

☒ The district school superintendent shall annually notify the Department of Education of any instructional personnel who

- Receive two consecutive unsatisfactory evaluation ratings; or
- Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

☒ The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:

- Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
- Evaluators provide necessary and timely feedback to employees being evaluated;
- Evaluators follow district policies and procedures in the implementation of evaluation system(s);
- Use of evaluation data to identify individual professional development; and,
- Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

In Part III, the district shall provide the following information regarding the observation and evaluation of instructional personnel. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.

1. Pursuant to section 1012.34(3)(b), F.S., all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. In the table below, describe when and how the following instructional personnel groups are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	Annually	Annual Review, Board Approval Process, Preschool Activities and Training, Manual Posted on website
Newly Hired Classroom Teachers	Annually	Annual Review, New Teacher Orientation, Preschool Activities and Training, Manual Posted on website
Late Hires	Annually	Annual Review, New Teacher Orientation, ad-hoc Training, Manual Posted on website

2. Pursuant to section 1012.34(3)(a), F.S., an observation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be observed at least twice in the first year of teaching in the school district. In the table below, describe when and how many observations take place for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	5+ classroom, (4for HE @midyear) 1+ nonclassroom	Throughout the year	Immediately after submission
Hired after the beginning of the school year	Prorated based on how much of the year has passed.	Throughout the year	Immediately after submission
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	5+ classroom, (4for HE @midyear) 1+ nonclassroom	1st observation is 3 step and occurs in first 30 days	Immediately after submission, post conference within 10 days
Hired after the beginning of the school year	Prorated based on how much of the year has passed.	1st observation is 3 step and occurs in first 30 days	Immediately after submission, post conference within 10 days

3. Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be

evaluated at least twice in the first year of teaching in the school district. In the table below, describe when and how many summative evaluations are conducted for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	1	April Observed Practices SOM added and finalized next year	April and following November
Hired after the beginning of the school year	1	April Observed Practices SOM added and finalized next year	April and following November
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	2	December and April SOM added and finalized next year	December, April and following November
Hired after the beginning of the school year	2	December and April SOM added and finalized next year	December, April and following November

Part IV: Evaluation Criteria

A. Instructional Practice

In this section, the district shall provide the following information regarding the instructional practice data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Hernando County, instructional practice accounts for 65% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

- For all instructional personnel, the percentage of the evaluation that is based on the instructional practice criterion as outlined in s. 1012.34(3)(a)2., F.S., will be 65% [Rule 6A-5.030(2)(b)1., F.A.C.]. This will be called Part A of the evaluation and calculated by the administration at each school using the Danielson components, and the state framework for student services. (Please note the number of components varies from 16 to 25 over the eight job types: classroom, non-classroom, instructional coach, media specialist, therapeutic specialist, ESE, eSchool, and student services.) Each of the eight job types have a separate rubric for 16-22 of their components that can be viewed and rated during observations to provide feedback to the teacher to improve instructional practice. There are only seven Part A forms as classroom and eSchool share one Part A form. Each component is rated on the following rating scale.

Highly Effective-3.0 Effective- 2.25 Needs Improvement/Developing- 1.0 Unsatisfactory-0.0

Ratings should be based on no less than the expected total of five observations/walkthroughs for classroom teachers, ESE teachers and eSchool teachers. Administrators will consider both trend data and averages that are generated from progress over time from the observation tool. The midyear report will also inform instructional staff of trends halfway through the year.

The sum of each domain is calculated. Then the sum of the domains is calculated and referred to as the total score. The total score is then divided by the number of the components to get an average referred to as a Raw Score. The Raw Score is then multiplied by 21.67 to create a scale score. The scale score is a number out of 65 that will form 65% of the instructional personnel evaluation.

Components are rated over the course of the year through observations, and a site planned process for unobserved components not measured by observations. Administrators are encouraged to give feedback during all observations. For any component that is marked needs improvement/developing an administrator must provide feedback that outlines what in the rubric was noted and what suggestions are recommended for improvement. Administrators who mark an unsatisfactory rating for a component should then contact the teacher to set up a face to face meeting to discuss concerns and suggestions for improvement. Face to face mid-year progress meetings are very important for establishing expectations so employees have a clear understanding of what to expect in April. Mid-year meetings are the best time for instructional staff members to request additional observations beyond the minimum that will expand the data available to the administrator for the upcoming Part A meetings. The final deadline for requesting an additional observation will be April 1st. Additionally if a teacher earns 57 on their observed practices at their mid year they can reduce the total number of observations needed to 4. Both parties will agree to this change. Administrators receive training to look for trends and patterns to reach the rating for the year for each component. The observation instrument contains a rubric to support the determination of the rating. Following this narrative are the eight observation forms based on job types listed in the first bullet. These forms are also used for the 3 Step Observation for Probationary Classroom teachers along with the pre-Observation and Post Observation forms also included at the end of section 2.Description of the district evaluation framework for instructional personnel and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(b)2., F.A.C.].

The HCSD Evaluation System is aligned with the six Florida Educator Accomplished Practices identified as the "essential practices of effective teaching". They are:

Quality of Instruction

1. **Instructional Design and Lesson Planning.** Applying concepts from human development and learning theories, the effective educator consistently;
   a. Aligns instruction with state-adopted standards at the appropriate level or rigor;
   b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
   c. Designs instruction for students to achieve mastery;
   d. Selects appropriate formative assessments to monitor learning;
   e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
   f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. **The Learning Environment**. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently;
   a. Organizes, allocates, and manages the resources of time, space, and, attention;
   b. Manages individual and class behaviors through a well-planned management system;
   c. Conveys high expectations to all students;
   d. Respects students' cultural, linguistic and family background;

e. Models clear, acceptable oral and written communication skills;
f. Maintains a climate of openness, inquiry, fairness and support;
g. Integrates current information and communication technologies;
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. **Instructional Delivery and Facilitation**. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
   a. Deliver engaging and challenging lessons;
   b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
   c. Identify gaps in students' subject matter knowledge;
   d. Modify instruction to respond to preconceptions or misconceptions;
   e. Relate and integrate the subject matter with other disciplines and life experiences;
   f. Employ higher-order questioning techniques;
   g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
   h. Differentiate instruction based on assessment of student learning needs and recognition of individual differences in students;
   i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
   j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. **Assessment.** The effective educator consistently:
   a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
   b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
   c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
   d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
   e. Shares the importance and outcomes of student assessment data with the student and the students' parent/caregiver(s); and
   f. Applies technology to organize and integrate assessment information.

<u>Continuous Improvement, Responsibility and Ethics</u>

1. **Continuous Professional Improvement**. The effective educator consistently:
   a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
   b. Examines and uses data-informed research to improve instruction and student achievement;
   c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
   d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
   e. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. **Professional Responsibility and Ethical Conduct**. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principals of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

There is a clear connection to each of the six Florida Educator Accomplished Practices (FEAPS) as indicated on the Final Observation Rubric. Indicators are sufficiently specific to support inter-rater reliability.

The Hernando County School District's instructional personnel evaluation is based on Charlotte Danielson's research-based framework, which is endorsed by the Florida Department of Education.

All administrators who evaluate instructional personnel have attended training to learn best practices for teaching and evaluating. Administrators will focus on collecting evidence to formulate ratings using the Danielson components and the four ratings used for State reporting: Unsatisfactory, Needs Improvement, Effective, and Highly Effective. All will use the same core standards and procedures. The purpose of this system has changed to increase rigor and student engagement and the connection of specific practices to research and evidence of student learning is now needed. [Rule 6A-5.030(2)(b)3., F.A.C.].

- Classroom teachers (including ESE and Hernando eSchool templates) shall have 5 completed observations with feedback using the HCSD Observation template for the Danielson components for those areas. Probationary classroom teachers will receive a 3-step Observation. Ratings will be reviewed by administrators based on trajectory, patterns, and history of the observations. [Rule 6A-5.030(2)(b)4., F.A.C.]. A few classroom teachers (ESE) or stand-alone instructional assignments will be placed on Classroom B which requires only 2 observations.
- Non-classroom instructional personnel will receive at least one observations using one of 5 templates non-classroom, coach, media, therapeutic specialist, and student services using those templates that range from 16 to 25 components [Rule 6A-5.030(2)(b)5., F.A.C.].

B. Other Indicators of Performance

In this section, the district shall provide the following information regarding any other indicators of performance that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3) (a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Hernando County, other indicators of performance account for 0% of the instructional personnel performance evaluation.

C. Performance of Students

In this section, the district shall provide the following information regarding the student performance data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In Hernando County, performance of students accounts for 35% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

- **All instructional staff will have 35% of their evaluation calculated by a defined student outcome measurement (SOM) in accordance with s. 1012.34(3)(a)1., F.S.**
- **All student measures are weighted equally and proportionately, including growth levels and proficiency. Each student score has a value of one unit.**

Hernando County will use 3 years of aggregated data** from student performance for all scores, the calculations below will be used:

- If 3 years of data are available:
  - 33.3% will come from the current year
  - 33.3% will come from the prior year
  - 33.3% will come from the second prior year

- If only 2 years of data are available:
  - 50% will come from the current year
  - 50% will come from the prior year or the second prior year

- If only 1 year of data is available*:
  - 100% will come from the current year

*For example 1st year teachers or probationary contract instructional staff will follow this one-year calculation.

Instructional staff members who teach a course for which the state provides a growth model or VAM data will have their SOM assigned by the rubric score generated:

SOM Rubric	Summative Rating	Point Range**	Points Awarded on Annual Evaluation
Level 4	Highly Effective	31 – 35	35
Level 3	Effective	20 – 30	30.1
Level 2	Needs Improvement/Developing	9 – 19	19.25
Level 1	Unsatisfactory	0 – 8	8.4
Unclassified			

****as calculated by the aggregate score or combined score**

- For all teachers the values in the ranges below will help clarify ratings based on a scale of 1-100.

Using a point range of 100 the following ranges have been established for the annual evaluations:

Highly Effective 87-100

Effective 56-86

NI/Developing 25-55

Unsatisfactory 0-24

- Any teacher who uses a statewide or third party assessment has a level rating systemwill have a

proficiency score. Scores from 2 to 5 (or from one mark below proficiency up to maximum results) will form the numerator and the number of students tested will form the denominator. This fraction will be changed to a percentage, correlated to the 0-100 point range above, and then assigned the same rubric score in the chart noted in the first bullet. Examples-Science Grade 5, Civics, Bio I, US History (not an exhaustive list)

- Any teacher that teaches Grades K-10 ELA and/or Grades K-8 Math that has a State Generated Series Or District Assigned Series of 3 progress monitoring tests will use a growth calculation based on a comparison of results from Test 1 to Test 3. Students will be assigned to buckets after the results are finalized. The calculation will be a numerator that does not include students in the lowest bucket over a denominator of students that were in the class and completed both T1 and T3.

- Probationary teachers (newly hired) will receive a probationary evaluation which will also be known as a formative evaluation. 35% of this will be based on a student outcomemeasure since VAM will not be available. Principals will set the appropriate measure based on the teaching assignment and available tests. First semester exams will be the default when no other measurement is available. While the probationary evaluation is indicative of predictable student performancefor the final summative evaluations scores, the probationary evaluation will not mathematically be included in the final summative evaluation calculation.

- For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)5., F.A.C.] will be a district common assessment or teacher created/administrator approved assessment. Students passing this assessment with a district passing score will form the numerator and the number of students tested will form the denominator to be calculated and correlated to the 0-100 point range and then assigned the same rubric score in the chart noted in the first bullet.

- For instructional personnel who are not classroom teachers, the district-determined student outcomemeasure(s) [Rule 6A-5.030(2)(a)6., F.A.C.]will be discussed in the special fields table and assessment table.

- For school wide student outcome measurement see the school wide student outcome measurement table below that will include the school wide SOM state calculation in varying percentage based on grade level(s).

- K-8
- All Based on T3 growth compared to T1 (State or District Selected)
- 87-100%=4
- 56-86%=3
- 25-55%=2
- 0-24%=1
-
- High School
- One sixth One sixth One sixth One sixth One sixth One sixth
- ELA T3-T1 Alg I &GEO BIO US History Graduation Acceleration
- Growth Proficiency Proficiency Proficiency Rate Rate

-
- For ELA, Math, Graduation — For BIO, US HIST, Acceleration
- 87-100%=4 — 75-100%=4
- 56-86%=3 — 50-74%=3
- 25-55%=2 — 25-49%=2
- 0-24%=1 — 0-24%=1

- Attendance of students may be considered for teachers Students that miss 80 days or more from the year or 40 days or more from a semester course may qualify to be removed from the student outcome measurement calculation for that teacher. To qualify for this removal the teacher must complete the following actions: 1. The teacher must record the absences in the student data management system that can be documentation of the high numberof absences. 2. The teacher must submit to their principal proof of these absences for the student(s) and the period and class they are attached to by August 20 of the next school year. The principal will forward these student removal requests to the Professional Standards Department by August 30 of the next school year. 3. The teacher must regularly check their school email during this time as email will be the communication method that the Professional Services Department will use to request additional information to finalize any student removal. If additional information is requested then the teacher has eight school work days to furnish that information or the case will be closed and cannot be reopened.

- A teacher's student outcome measurement may be made up of a mixture of all or some of the types of student outcome measurement described above. The student outcome measurement follows the student so that each student has a value of one in the calculation for the teacher. **

- The Superintendent reserves the right to adjust these tables to account for issues that arise and EMART will make recommendations to address the issues. These might include new postions, specifications not addressed correctly or fully in print, conform to any new law or statute, or to address a measurement that is recognized to need adjustment. This includes any adjustment that needs to be made due to cancelled testing or data the state will no longer provide. Any decision will always be accompanied by informing those instructional staff members it impacts.

**Ex. If a high school teacher who teaches Algebra I for two courses (50 students), AP Calculus for one course (36 students), and two math courses assessed by teacher created exams (40 students) then their student outcome measurement will be 50/126 EOC Proficiency, 36/126 AP Proficiency, and 40/126 district passing score proficiency combine to make 35% of their evaluation score.

D. Summative Rating Calculation

In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for instructional personnel.

Each of the evaluation types has a separate form for Part A of the evaluation for observed practices. Each of the 16-25 components are rated in one of the four ratings listed below: Highly Effective- 3.0 Effective- 2.25 Needs Improvement/Developing-1.0 Unsatisfactory-0.0 These ratings are totaled for a sum. The sum is divided by the number of components for an average or raw score. The raw score is then multiplied by the established multiplier to contribute 65% of the evaluation score. For example the multiplier for the twenty-two

component classroom Part A form will be 21.67. Part B will be the student outcome measurement. See section C. Student Performance above for the types including VAM, proficiency calculation, district passing score calculation and special fields. The factors of each student counting as 1 unit for the calculation of the score and the final 3 year aggregate combined score described above will be involved in the 35% Student Outcome Measurement portion of the Evaluation. Part A and B will be added together to form an overall evaluation score out of a possible 100 points. See rating description and corresponding value ranges below. The summative rating is based on aggregating data from each of two components – Student Growth and Observed Practice. The following ratings will be used:

- Highly Effective - level of performance that shows that the teacher has mastered all of the underlying concepts of the component. The classroom functions as a community of learners with students assuming responsibility for their learning.
- Effective – level of performance that shows that the teacher has thorough knowledge of the concepts underlying the component. Students are engaged in learning. This level of performance represents successful, professional and effective teaching.
- Needs Improvement/Developing - level of performance that shows that the teacher understands the concepts underlying the component and attempts to implement the elements, however, the implementation is sporadic, intermittent, or otherwise not entirely successful. (Instructional personnel in the first three years of teaching who need improvement are considered to be at the developing level).
- Unsatisfactory – level of performance that shows that the teacher does not understand the concepts underlying the component. This level represents teaching that requires intervention.
- Using a point range of 0-100 the following ranges have been established for the annual evaluations s. 1012.34(2)(e), F.S. [Rule 6A-5.030(2)(e), F.A.C.].:
  - Highly Effective 87-100 Effective 56-86
  - NI/Developing 25-55 Unsatisfactory 0-24

Instructional staff have 30 days to review their summative evaluation score from the date of receipt indicated by their signature and date. Instructional staff can contact Matthew Goldrick in Professional Standards if they believe a miscalculation has taken place due to math errors, clerical errors, or missing data. The evaluation calculation will be reviewed for accuracy and will be corrected to be in line with the evaluation manual procedures.

1. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for instructional personnel must differentiate across four levels of performance. Using the district's calculation methods and cut scores described above in sections A – C, illustrate how a second grade teacher and a ninth grade English language arts teacher can earn a highly effective and an unsatisfactory summative performance rating respectively.

Observed Practices Example Highly Effective: Both a second grade teacher and a ninth grade English teacher will be the same evaluation type: classroom teacher. They will have the classroom template for observation. Administrators will rate them throughout the six observations over the course of the year with different ratings for all 22 components. Any components not rated during the observation will be discussed at the midyear and through the Part A discussion. If both of these teachers are utilizing the Florida Educator Accomplished Practices they will likely receive effective and highly effective ratings. Let's say the ninth grade English teacher has 12 components marked highly effective and 10 marked effective while the second grade teacher has 10 components marked highly effective and 12 components marked effective. Using the Part A Classroom Teacher (203) on paper or in Frontline the calculations would be as follows. For the ninth grade teacher's 12 highly effective (3 pts. each) and 10 effective (2.25 pts. each) would add up to a total score of 58.5. The Total Score is divided by the number of components, 22, to create the Raw Score which would be 2.66. This is multiplied by

21.67 and creates the Scale Score of 57.64. The second grade teacher would have a Total Score of 57, a Raw Score of 2.59, and a Scale Score of 56.12.

SOM Example for different teachers: The ninth grade English teacher might teach 5 sections of English 1 which culminates in the FSA testing. This teacher receives a VAM score from the state. Her VAM score is 3. Last year it was a 4, and the previous year it was a 3. A three-aggregate based on the average of these three rubric scores would be 3. According to the chart this earns a point value of 30.1 for the SOM. The ninth grade English teacher would have a final total score of 57.64 + 30.1 =87.64. This falls in the range of 87-100 for a summative evaluation rating of highly effective.

The second grade teacher has a different assessment tied to their evaluation; iReady Math and ELA. Students are leveled based on their growth and can end up in one of 4 areas. Each student counts separately for the teacher. The teacher has 18 students. Each student takes both tests so the teacher calculation has a denominator of 36. All 18 students made adequate growth in ELA while in math 14 of 18 students made adequate growth. The teacher had 32 out of 36 make adequate growth or 88.9%. This earns a rubric score of 4. Last year the teacher earned a 3 and the previous year the teacher earned a 4. A three aggregate based on the average of these three rubric scores would be 4. According to the chart this earns a point value of 35 for the SOM. The second grade teacher would have a final total score of 56.12 + 35 =91.12. This falls in the range of 87-100 for a summative evaluation rating of highly effective.

Observed Practices Example Unsatisfactory: Both a second grade teacher and a ninth grade English teacher will be the same evaluation type: classroom teacher. They will have the classroom template for observation. Administrators will rate them throughout the six observations over the course of the year with different ratings for all 22 components. Any components not rated during the observation will be discussed at the midyear and through the Part A discussion. In this example, both of these teachers are likely not utilizing the Florida Educator Accomplished Practices, so they will receive needs improvement and unsatisfactory ratings. Let's say the ninth grade English teacher has 12 components marked needs improvement and 10 marked unsatisfactory while the second grade teacher has 5 components marked needs improvement and 17 components unsatisfactory. Using the Part A Classroom Teacher (203) on paper or in Frontline the calculations would be as follows. For the ninth grade teacher's 12 needs improvement (1 pt. each) and 10 unsatisfactory (0 pts. each) would add up to a total score of 12. The Total Score is divided by the number of components, 22, to create the Raw Score which would be 0.55. This is multiplied by 21.67 and creates the Scale Score of 11.92. The second grade teacher would have a Total Score of 5, a Raw Score of 0.23, and a Scale Score of 4.98.

SOM Example for different teachers: The ninth grade English teacher might teach 5 sections of English 1 which culminates in the FSA testing. This teacher receives a VAM score from the state. Her VAM score is 1. Last year it was a 2, and the previous year it was a 1. A three-year aggregate based on the average of these three rubric scores would be 1. According to the chart this earns a point value of 8.4 for the SOM. The ninth grade English teacher would have a final total score of 11.92 + 8.4 =20.32. The English teacher does not qualify for the automatic VAM recalculation because her observed practices was not highly effective. This falls in the range of 0-24 for a summative evaluation rating of unsatisfactory.

The second grade teacher has a different assessment tied to his/her evaluation; iReady Math and ELA. Students are leveled based on their growth and can end up in one of 4 areas. Each student counts separately for the teacher. The teacher has 18 students. Each student takes both tests so the teacher calculation has a denominator of 36. Half of the students made adequate growth in both ELA and math. The teacher had 18 out of 36 make

adequate growth or 50%. This earns a rubric score of 2. Last year the teacher earned a 1 and the previous year the teacher earned a 2. A three aggregate based on the average of these three rubric scores would be 2. According to the chart this earns a point value of 19.25 for the SOM. The second grade teacher would have a final total score of 4.98 + 19.25 =24.23. This falls in the range of 0-24 for a summative evaluation rating of unsatisfactory.

Appendix A – Evaluation Framework Crosswalk

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Educator Accomplished Practices (FEAPs).

Alignment to the Florida Educator Accomplished Practices	
Practice	**Evaluation Indicators**
1. Instructional Design and Lesson Planning	
Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	1a, 1c
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	1e
c. Designs instruction for students to achieve mastery;	1a, 1e
d. Selects appropriate formative assessments to monitor learning;	1f
e. Uses diagnostic student data to plan lessons; and,	1b,4d
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	1e
2. The Learning Environment	
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	2c, 2e
b. Manages individual and class behaviors through a well-planned management system;	2d
c. Conveys high expectations to all students;	2b
d. Respects students' cultural linguistic and family background;	2a
e. Models clear, acceptable oral and written communication skills;	3a
f. Maintains a climate of openness, inquiry, fairness and support;	2a, 2b
g. Integrates current information and communication technologies;	2e
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	2e,3e
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	2e
3. Instructional Delivery and Facilitation	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	3c
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3a, 3c
c. Identify gaps in students' subject matter knowledge;	3d
d. Modify instruction to respond to preconceptions or misconceptions;	3e
e. Relate and integrate the subject matter with other disciplines and life experiences;	1e
f. Employ higher-order questioning techniques;	3b
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	3c
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	1b
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	3a, 3d
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	3d, 3e
4. Assessment	
The effective educator consistently:	

a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	1b
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	1f
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	3d
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	1f, 3d
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	3d, 4c
f. Applies technology to organize and integrate assessment information.	1f, 3d
5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	4e
b. Examines and uses data-informed research to improve instruction and student achievement;	4e
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	1e, 1f, 3d
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	4c, 4d
e. Engages in targeted professional growth opportunities and reflective practices; and,	4a, 4e
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	4a, 4e
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator:	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	4f

Appendix B – Observation Instruments for Classroom Teachers

In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional practice data for classroom teachers.

Classroom Observation

2 Domain 1: Planning and Preparation

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a: Demonstrating Knowledge of Content and Pedagogy	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.
	Enter Notes			
1b: Demonstrating Knowledge of Students	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. (Formative Assessments) The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. (Formative Assessments) The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher displays minimal understand of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.
	Enter Notes			
1c: Setting Instructional Outcomes	All outcomes (Standards Alignment) represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.	Most outcomes (Standards Alignment) represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.
	Enter Notes			
1d: Demonstrating Knowledge of Resources	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district (Curriculum Map usage), in the community, through professional organizations and universities, and on the Internet.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources. (Curriculum Map usage)	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.
	Enter Notes			
1e: Designing Coherent Instruction	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals (Standards Alignment), and is designed to engage students in high-level cognitive activity (Writing in Content, Multiple Text Sources, Student Projects) These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.	Most of the learning activities (Writing in Content, Multiple Text Sources, Student Projects) are aligned with the instructional outcomes (Standards Alignment) and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.
	Enter Notes			
1f: Designing Student Assessments	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear (Rubrics). The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.

	includes student as well as teacher use of the assessment information.			

Enter Notes

Rubric Score: 0/0

2 Domain 2: The Classroom Environment

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2a: Creating an Environment of Respect and Rapport	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Generally students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.
	Enter Notes			
2b: Establishing a Culture for Learning	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their use of academic language.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the use of academic language. (Evidence of Current/Displayed Student work aligned with Standards, such as, writing samples, student projects, journals, etc.)	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.
	Enter Notes			
2c: Managing Classroom Procedures	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Systems are put in place to help volunteers and paraprofessionals make an independent contribution to the class.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines and volunteers and paraprofessionals contribute to the class.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks.
	Enter Notes			
2d: Managing Student Behavior	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/ or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.
	Enter Notes			
2e: Organizing Physical Space	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology when available. (Students using technology as a creative tool (PowerPoint, Google Apps) and to share and manage information, individually and collaboratively.) The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology when available, effectively. Students using learning software (SuccessMaker, iReady), response systems (clickers, Socrative) or doing research, individually or collaboratively.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.

	physical environment to advance learning			

Enter Notes

Rubric Score: 0/0

2 Domain 3: Instruction

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3a: Communicating with Students	The teacher links the instructional purpose (Standards Alignment) of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.	The instructional purpose (Standards Alignment) of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

Enter Notes

3b: Using Questioning and Discussion Techniques	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition (Level 4-Extended Thinking). Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding (Level 3-Strategic/Reasoning). The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, (Level 2 Skill/Concept) but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	The teacher's questions are of low cognitive challenge, with single correct responses (Level 1-Recall), and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.

Enter Notes

3c: Engaging Students in Learning	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities (Writing in Content, Multiple Text Sources, Student Projects) that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking (Level 4-Extended Thinking). There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.	The learning tasks and activities (Writing in Content, Multiple Text Sources, Student Projects) are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible (Level 3-Strategic/Reasoning). This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities (Whole Group, Small Group or Independent). The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, (Level 2-Skill/Concept) allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, (Level 1-Recall) with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.

Enter Notes

3d: Using Assessment in Instruction	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.

	learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.			
	Enter Notes			
3e: Demonstrating Flexibility and Responsiveness	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.
	Enter Notes			
	Rubric Score: 0/0			

2 Domain 4: Professional Responsibilities

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a: Reflecting on Teaching	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment (Formative Assessment/SWAP). The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher has generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.
	Enter Notes			
4b: Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.
	Enter Notes			
4c: Communicating with Families	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.
	Enter Notes			
4d: Participating in the Professional Community	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.
	Enter Notes			
4e: Growing and Developing Professionally	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to

	to the profession.	teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	share knowledge with others or to assume professional responsibilities.
	Enter Notes			
4f: Showing Professionalism	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision-making. The teacher complies fully with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.
	Enter Notes			
Rubric Score: 0/0				

eSchool Teacher

8 eSchool Teacher

Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a demonstrating knowledge of content and pedagogy	Core understanding of relationships among concepts and provides the online tools to motive and ensure understanding. Grading feedback is specific to the student and the assignment.	Core understanding of relationships among concepts. Grading feedback reflects corrections but is not specific to the assignment.	Some understanding of relationships, evidence of inaccuracy or lack of depth. Grading feedback is generic, copy and paste.	Little understanding of concept relationships, inaccuracies and gaps are occurring. There is no evidence of grading feedback.
	Enter Notes			
1b demonstrating knowledge of students	Teachers uses online tools to collect information about students' background, culture interests and special needs in order to structure online assignments. Consistent, documented weekly lab visits.	Teacher is aware of individual students' backgrounds, talents and interests that contribute to success online. Documented lab visits 3 times per month.	Teacher demonstrates some knowledge of individual students' backgrounds, talents and interests. Documented one lab visit per month.	Teacher demonstrates little knowledge of individual students' backgrounds, talents and interests. No documented lab visits.
	Enter Notes			
1c Setting instructional outcomes	Stated outcomes reflect a higher order learning and allow for various forms of assessment. Learning goals and progress are consistently communicated to the student through week specific emails using My Progress data.	Instructional outcomes can be measured and assessed within an online environment. Learning goals and progress are sometimes communicated to the student through week specific emails using My Progress data.	Instructional outcomes can be measured, but few demonstrate mastery. Learning goals and progress are rarely communicated to the student through week specific emails using My Progress data.	Instructional outcomes are not measurable. Learning goals and progress are never communicated to the student through week specific emails using My Progress data.
	Enter Notes			
1d Demonstrating Knowledge of resources	Teacher uses resource knowledge for self-growth and growth of the students in teaching and learning. The teacher attends all faculty meetings and participates in the breakout rooms.	Teacher demonstrates familiarity with digital resources and uses them regularly in the classroom. The teacher watches all faculty meetings but does not attend the live sessions.	Teacher uses basic digital resources. The teacher does not attend or watch faculty meetings.	Teacher does not seek to expand their basic knowledge beyond current skill level.
	Enter Notes			
1e Designing coherent instruction	Students have a variety of ways to demonstrate mastery and are able to progress one mastery is demonstrated. Evidence of students maintaining the pace of the course as determined by weeks active and percent complete. 90% or more of the students are on pace.	Learning activities have a structure and reasonable time allocations, activities represent higher-order cognitive activities. Evidence of students maintaining the pace of the course as determined by weeks active and percent complete. 89% - 80% of the students are on pace.	Learning activities have a recognizable structure but the progression lacks reasonable time frames. Evidence of students maintaining the pace of the course as determined by weeks active and percent complete. 79% - 70% of the students are on pace.	Learning activities are not designed to engage students. There is not evidence of variety. Evidence of students maintaining the pace of the course as determined by weeks active and percent complete. 69% or fewer of the students are on pace.
	Enter Notes			
1f Designing student assessments	Online assessments are wholly reflective of the relevant learning outcomes and students are aware of the outcomes. Learning outcomes are consistently stated in the lessons and are tied to the grading rubrics. DBAs are logged and specific.	Online assessments are well planned and reflect desired outcomes. Learning outcomes are mostly stated in the lessons and are tied to the grading rubrics. DBAs are logged and specific.	Online assessments encompass a few of the relevant learning outcomes. Learning outcomes are rarely stated in the lessons and some are tied to the grading rubrics. Most DBAs are logged, but not specific.	Online assessments are not reflective of learning outcomes. Learning outcomes are not stated in the lessons and are not tied to the grading rubrics. DBAs are not logged.
	Enter Notes			
2a Creating an environment of respect and rapport	Interactions between students are self-monitored and supported by the teacher. There is no disrespectful behavior. Written communication between student and teacher are relationship building and learning focused.	Teacher and student maintain positive and appropriate interactions. Written communication between student and teacher are learning focused.	Interactions between teacher and student are occasionally insensitive. Written communication between student and teacher are not relationship building.	Disrespectful interactions between students are disregarded or added to by the teacher. Written communication between student and teacher are not relationship building nor are they learning focused.
	Enter Notes			
2b Establishing a culture for learning.	Teacher conveys infectious enthusiasm for digital age resources and content expecting students to hold themselves to high standards. Announcements include updates on general course progress or teacher availability that would pertain to all students. Announcements are positive in tone. Old announcements are removed.	Teacher conveys enthusiasm for digital resources and instruction and encourages their use. Announcements include updates on general course progress or teacher availability that would pertain to all students. Announcements are positive in tone.	Teacher conveys minimal enthusiasm for digital resources and instruction. Announcements include updates on general course progress or teacher availability that would pertain to all students. Announcements are not positive in tone.	Teacher has a negative attitude and demeanor for digital age resources. Announcements are not used.
	Enter Notes			
2c Managing Classroom Procedures	Students are contacted and receive detailed information about attendance, pace and following defined submission protocols. Dashboard reflects all Welcome calls are logged as determined by weeks active, all DBAs logged and all AI incidents logged.	Processes are established for students to obtain required assignments and pace charts due dates. Dashboard reflects most Welcome calls are logged as determined by weeks active, all DBAs logged and some AI incidents logged.	Students are inconsistently given information about attendance, logging in and submitting assignments in accordance to their pace charts. Dashboard reflects few Welcome calls are logged as determined by weeks active, few DBAs logged and few AI incidents l	Students are inconsistently given information about the course. Dashboard reflects no Welcome calls are logged as determined by weeks active, no DBAs logged and no AI incidents logged.

	Enter Notes			
2d managing student behavior	Student behavior in the online environment is appropriate and self-regulated. 85% of students are submitting work as defined by last assignment submitted.	Student behavior in the online environment is mostly appropriate. 84% - 75% of students are submitting work as defined by last assignment submitted.	Students inconsistently follow established norms of behaviors. 74% - 70% of students are submitting work as defined by last assignment submitted.	Teacher is not monitoring communication with student for forward momentum. 69% or below of students are submitting work as defined by last assignment submitted.
	Enter Notes			
2 e organizing virtual space	Online learning environment supports productivity, efficiency and a safe learning environment. Message boards are created for student contribution and discussion. Teacher's Home page is easy to navigate, it has help features for the student to use for contacting the teacher and accessing the course/information. Contacts are returned in a 24 hour period.	Teacher provides assistance to the student if they are not able to access a resource. Teacher's Home page is mostly easy to navigate, it has help features for the student to use for contacting the teacher and accessing the course/information. Most contacts are returned in a 24 hour period.	Online learning environment is mostly safe and structured. Teacher relies on student and parent to initiate contact. Teacher's Home page is not easy to navigate, it does not have help features for the student to use for contacting the teacher and accessi	Online learning environment is not safe or structured. Teacher fails to address student concerns. Teacher's Home page is not easy to navigate, it does not have help features for the student to use for contacting the teacher and accessing the course/infor
	Enter Notes			
3a Communicating with students	Teacher creates a learning environment where the lesson's purpose is clearly known by the student as demonstrated through extending and connecting the curriculum. Teachers hold synchronous lessons to review and explain content. Live lessons are used by the teacher on a scheduled basis.	Teacher clearly states the lesson's purpose and emphasize procedures that support the success of the task. Synchronous instruction or videos are accompanied by written lesson objectives and outcomes. Live lessons are recorded/used by the teacher on a regular but not scheduled basis.	Teacher's explanations are unclear or incomplete. Teacher rarely responds to students' posts. Live lessons are not used.	Teacher's explanations lack procedures or strategies for student use. . Live lessons are not used.
	Enter Notes			
3b Using questioning and discussion techniques	Teacher engages all learners in the synchronous discussion and steps aside, when appropriate, allowing students to control the discussion. Students extend the discussion and invite comments from classmates/teacher. DBAs and discussion boards cover appropriate content with higher level questioning techniques and check for academic integrity.	Teacher engages all learners in content rich discussions. Teacher creates discussion group assignment that requires students to meet synchronously and be actively involved by posting comments. DBAs and discussion boards cover appropriate content, there are more recall questions and fewer higher order thinking skills. Questions still check for academic integrity.	Teacher provides opportunities that promote content rich discussions though posting in the course. DBAs and discussion boards cover minimal content, there are more recall questions and fewer higher order thinking skills. Questions do not check for academ	Teacher dominates the online conversation with little or no content rich discussion. There are few questions in DBAs or discussion boards, most of which are recall. Questions do not check for academic integrity.
	Enter Notes			
3c Engaging Students in learning	Teacher provides opportunities for students to make personal connections with the content for active cognitive engagement. Students can pace their own learning and go beyond the requirements of the lesson. 85% of students are submitting assignments as defined by last assignment submitted.	Teacher creates online learning tasks to encourage higher level learning, teacher is responsive to students' needs for pacing. 84% - 75% of students are submitting assignments as defined by last assignment submitted.	Teacher creates online learning tasks to encourage some higher level learning, teacher is occasionally responsive to student pacing. 74% to 70% of students are submitting assignments as defined by last assignment submitted.	Teacher creates online learning tasks that do not encourage higher level thinking. Teacher is not responsive to student pacing. Less than 69% of students are submitting assignments as defined by last assignment submitted.
	Enter Notes			
3d Using Assessment in Instruction	Teacher gives detailed feedback about learning outcomes. Students utilize the feedback to meet or exceed learning targets.	Teacher feedback is timely and specific. Student is aware of where points were lost and areas for improvement.	Teacher feedback is delayed or does not address improvements.	Teacher feedback is not provided.
	Enter Notes			
3e Demonstrating Flexibility and Responsiveness	Teacher uses multiple means of representation, expression and engagement to persist by pulling from an extensive knowledge base of tools. Teachers have scheduled live lessons.	Teacher uses multiple means of representation to ensure all students persist in learning. Teachers have live lessons.	Teacher is limited in representation to ensure all students persist in learning. Teacher is not offering live lessons.	Teacher does not use representation to ensure all students persist in learning. Teacher is not offering live lessons.
	Enter Notes			
4a Reflecting on Teaching	Teacher consistently engages with others and seeks online resources to help evaluate current lessons and future lessons. Teacher leads a presentation in a PLC.	Teacher regularly engages with others and seeks online resources to help evaluate lessons. Teacher share an unsuccessful lesson with their PLC and seeks feedback.	Teacher engages with other occasionally to seek online resources. Teacher identifies a lesson as being unsuccessful but has no plans on adjustments for the future.	Teacher does not engage with others and lacks awareness that a lesson was unsuccessful. Teacher does not participate in PLCs.
	Enter Notes			
4b Maintaining Accurate Records	Teacher's method of maintaining instructional and non-instructional student online records is exemplary and rarely contains errors. Teacher logs DBAs, Welcome Calls, and Monthly calls accurately. Teacher checks First Class and responds daily.	Teacher's method of maintaining instructional and non-instructional student online records is effective and accurate. Teacher logs DBAs, Welcome Calls, and Monthly calls accurately. Teacher checks First Class and responds daily.	Teacher's method of maintaining instructional and non-instructional student online records is ineffective. Teacher logs DBAs, Welcome Calls, and Monthly calls occasionally. There is a delay in teacher checking First Class and a delay in response time.	Teacher's method of maintaining instructional and non-instructional student online records is nonexistent. There is a delay in teacher checking First Class and a delay in response time.
	Enter Notes			
4c Communicating with	Teacher communication with	Teacher communication with	Teacher makes few attempts to	Teacher communication is

Families	families is frequent and meaningful using multiple modalities. Monthly calls are at or above 90%.	families is often and meaningful using multiple modalities. Monthly calls are between 89% and 80%.	communicate with families. Monthly calls are between 79%-70%.	sporadic or non-existent. Monthly calls are less than 69%
	Enter Notes			
4d Participating in the Professional Community	Teacher facilitates opportunity's for collaboration and leads presentations for the school. Teacher is a mentor to new teachers or a Lead teacher for part-time support.	Teacher regularly alerts colleagues of a useful tool that he/she has found. Teacher shares tools in PLC, Faculty meeting or weekly update.	Teacher participate[pates in online professional learning communities only as required. Teacher has PD hours logged but does not share out.	Teacher functions in isolation avoiding interactions with colleagues. Teacher does not participate in PD.
	Enter Notes			
4e Growing and developing Professionally	Teacher utilizes memberships in organizations to actively participate in professional learning networks to increase content knowledge and pedagogical skills. There is documented evidence of implemented instruction throughout the course using PD strategies.	Teacher utilizes memberships in organizations to actively participate in professional learning networks to increase content knowledge and pedagogical skills. There is documented evidence of some implemented instruction in the course from PD offerings.	Teacher utilizes professional development to actively participate in professional learning. Teacher attends professional development when required, but does not implement in the course.	Teacher utilizes professional development to actively participate in professional learning. Teacher does not partake in professional development.
	Enter Notes			
4f Showing Professionalism	Teachers act with integrity and honesty. Teachers support their students' best interests, even in the face of traditional practice or beliefs. Teachers solve problems with students' needs as a priority. Teachers adhere to policies and established procedures.	Teachers solve problems with students' needs as a priority. Teachers adhere to policies and established procedures.	Teachers solve some problems with students' needs as a priority. Teachers sometimes adhere to policies and established procedures.	Teachers do not solve problems with students' needs as a priority. Teachers do not adhere to policies and established procedures.
	Enter Notes			
Rubric Score: 0/0				

ESE Template for Observation/Walkthrough

9 Domain 1: Planning and Preparation

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice reflect extensive knowledge to include differentiation specific to student(s). The teacher clearly articulates knowledgeable responses to students. Teacher anticipates student misconceptions for full student understanding. The special education teacher will meet with the general education teacher to support understanding of IEP goals and strategies to meet them.	The teacher's plans and practice reflect solid knowledge and adjusts for student. The teacher forms reasonable responses to the students. During planning time the teacher will make sure all the IEP goals are being met.	The teacher's plans and practice reflect solid knowledge, prerequisite relationships between important concepts,. The teacher's responses to students may be vague or unclear and suggest only limited knowledge of a way to support student growth.	The teacher's plans and practice display limited knowledge and little to no plans to differentiate. Teacher may have limited or no responses to student questions.
	Enter Notes			
1b Demonstrating Knowledge of Students	The special education teacher demonstrates knowledge of child and adolescent development and the learning process. The teacher indicates awareness of students' skills, knowledge, and language proficiency. The teacher indicates discovery of students' interests, cultural heritage, and special needs. This knowledge and awareness is woven into lesson plans consistently.	The special education teacher demonstrates knowledge of child and adolescent development and the learning process. The teacher indicates awareness of students' skills, knowledge, and language proficiency. The teacher indicates discovery of students' interests, cultural heritage, and special needs. This knowledge and awareness is woven into lesson plans most of the time. .	The special education teacher indicates knowledge of students only when prompted by others and indications in plans are inconsistent to address individual approaches to students and individual student needs.	The special education teacher makes no effort to understand individual students and plans reflect a homogeneous approach for all students.
	Enter Notes			
1c Setting Instructional Outcomes	Instructional outcomes are stated as goals that can be assessed, reflecting knowledge of IEP goals and data based on that. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students. Paras are scheduled and instructed when present.	Instructional outcomes are stated as goals reflecting connection to IEP goals. They are suitable for most students in the class, represents different types of learning, and can be assessed. The outcomes reflect opportunities for coordination. The teacher reviews the expectations and modifies some goals to be in line with students' IEPs.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration. Outcomes are stated in terms of student activities rather than student learning.	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.
	Enter Notes			
1d Demonstrating Knowledge of Resources	The teacher seeks out resources in and beyond the school or district in professional organizations, on the internet, and in the community to enhance their own knowledge, to use in teaching, to support goal attainment in the IEPs, and for students who need them. The special education teacher makes these internet or community resources readily available to students, parents, and/or general education teachers. The teacher is fully aware of the materials and resources being used in the regular classroom, understands the degree to which the student will be able to access the material and plans a means of accessibility for the student.	The teacher is fully aware of the resources available through the school or district to enhance their own knowledge, to use in teaching, or for students who need them.	The teacher demonstrates some familiarity with resources available through the school or district to enhance their own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher demonstrates little or no familiarity with resources available through the school or district to enhance their own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.
	Enter Notes			
1e Designing Coherent Instruction	Lesson activities, instructional materials, and instructional groups are designed to create meaningful learning for diverse needs. The lesson or unit framework is clear and where a daily lesson fits into the whole. Paras are utilized effectively when available. The special education teacher meets regularly with other parties, such as OT/PT or general education teacher to ensure solid plan for instruction for students' needs.	Lesson activities, instructional materials, and instructional groups are designed to create meaningful learning for the group. The lesson or unit framework is mostly clear.	Lesson activities, instructional materials, and instructional groups coming together are somewhat evident in the classroom. The overall unit framework is less clear. The special education teacher may have the materials present but does not explain the plan.	The series of learning experiences is poorly aligned with the instructional outcomes. The special education teacher's lesson plans reflect whole group lessons throughout the day. Paras are doing the majority of instruction.
	Enter Notes			
1f Designing Student Assessments	All the instructional outcomes may be assessed by the proposed assessment plan with clear criteria for assessing student work. Assessment	All the instructional outcomes may be assessed by the proposed assessment plan with clear criteria for assessing student work. Assessment	Some instructional outcomes may be assessed by the proposed assessment plan with clear criteria for assessing student work. Assessment	Assessments do not have any indication of being adapted to meet student needs or the goals of the IEP. Assessments are not correlated to instruction.

	methodologies have been adapted for individual students as needed. Teacher uses data obtained through progress monitoring to determine if goals will be met and adjusts instruction and/or reconvenes IEP teams when data indicates that goals will not be met.	methodologies have been adapted for individual students as the need has arisen most of the time.	methodologies have been adapted for individual students as the need has arisen some of the time.	

Enter Notes

Rubric Score: 0/0

9 Domain 2: The Classroom Environment

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2a Creating an Environment of Respect and Rapport	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development.	Classroom interactions, both between teacher and students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and/or characterized by sarcasm, put-downs, or conflict.

Enter Notes

2b Establishing a Culture for Learning	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject. Teacher encourages students hold themselves to high standards of performance—for example, by initiating improvements to their work.	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and/or little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and/or little or no student pride in work.

Enter Notes

2c Managing Classroom Procedures	Teacher contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties. Both teachers contribute to grouping of students for small group activities or centers.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.

Enter Notes

2d Managing Student Behavior	Standards of conduct are clear and are reviewed when necessary. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with inconsistent results, to monitor student behavior and respond to student misbehavior.	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.

Enter Notes

Rubric Score: 0/0

9 Domain 3: Instruction

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3a Communicating with Students	Expectations for learning, directions and procedures are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.	Expectations for learning, directions and procedures are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development

Enter Notes

3b Using Questioning and Discussion Techniques	Questions reflect high expectations and are culturally and developmentally appropriate. Teacher works ensure that all voices are heard.	Teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. Students participate in the discussion, with the teacher stepping aside when appropriate.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.

Enter Notes

3c Engaging Students in Learning	Teachers design a lesson that is developmentally appropriate learning and plan student groupings and materials to maximize success for students. Teachers help students overcome obstacles and take pride in their work. The lesson is adapted as individual needs as the teacher strives to increase	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. Most students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.

	the engagement for each individual child.(Authentic-student led/owned, inquiry, real world, problem solving) Technology is used skillfully when appropriate to the lesson.			
	Enter Notes			
3d Using Assessment in Instruction	Assessment is seamlessly embedded in an appropriate manner that could include multiple modalities. Monitoring of progress is evident by the teacher, and high quality feedback is given to students through a variety of formats.	Assessment is regularly used in instruction, monitoring of progress of learning by the teacher and high-quality feedback is given to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is inconsistent, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.
	Enter Notes			
3e Demonstrating Flexibility and Responsiveness	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjust and differentiates instruction to address individual student misunderstandings. The teacher uses an extensive repertoire of instructional strategies and solicits additional resources from the school or community. The teacher persists in seeking effective approaches for students who need help.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction and accommodating student questions, needs, and interests.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher adheres to the instruction, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.
	Enter Notes			
	Rubric Score: 0/0			

9 Domain 4: Professional Responsibilities

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a Reflecting on Teaching	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher has generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.
	Enter Notes			
4b Maintains Accurate Records	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records. The teacher collects and uses multiple sources of data to design IEPs.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the administration are prone to errors.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.
	Enter Notes			
4c Communication with Families	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.
	Enter Notes			
4d Participating in a Professional Community	The teacher makes a substantial contribution to the professional community and to school and district events and projects, or assumes a leadership role among the faculty or actively seeks opportunities for development beyond those dictated.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.
	Enter Notes			
4e Growing and Developing Professionally	The teacher seeks out opportunities for professional development and makes a	The teacher seeks out opportunities for professional development to enhance content	The teacher participates to a limited extent in professional activities when they are	The teacher engages in no professional development activities to enhance knowledge

	systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.	knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.
	Enter Notes			
4f Showing Professionalism	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision-making. The teacher complies fully with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.
	Enter Notes			
Rubric Score: 0/0				

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

In Appendix C, the district shall include the observation rubric(s) to be used for collecting instructional practice data for non-classroom instructional personnel.

Observation of Non-Classroom Instructional Teacher Rubric

Directions: Consider your teaching practice and determine, for each component of the framework for teaching, the level of performance that best reflects your own assessment. Circle or highlight the appropriate words, and then transfer your judgments to the last page of this form. This will provide you with a summary of your current level of practice.

30 Domain 1: Planning and Preparation

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a: Demonstrating knowledge of current trends in specialty area	The teacher's knowledge of specialty area is wide and deep; teacher is regarded as an expert by colleagues.	The teacher demonstrates thorough knowledge of specialty area.	The teacher demonstrates basic familiarity with specialty area.	The teacher demonstrates little or no familiarity with specialty area.
	Enter Notes			
1b: Demonstrating knowledge of school/district's programs	The teacher is deeply familiar with the school/district's programs and works to shape the future direction of such programs.	The teacher demonstrates thorough knowledge of the school/district's programs and participates in them.	The teacher demonstrates basic knowledge of the school/district's programs.	The teacher demonstrates little or no knowledge of the school/district's programs and does not seek such understanding.
	Enter Notes			
1c: Setting goals	Goals are highly appropriate for the assignment and have been developed in collaboration with administrators and/or colleagues.	Goals are clear and suitable for the needs of the assignment.	Goals are of moderate rigor and are partially suitable for the needs of the assignment	Goals are unsuitable for assignment and do not permit viable methods of assessment or goals are not clear/non-existent.
	Enter Notes			
1d: Demonstrating knowledge of resources	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance his/her own knowledge.	The teacher is fully aware of the resources available through the school or district to enhance his/her own knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance his/her own knowledge. The teacher does not seek to extend such knowledge.	The teacher demonstrates little or no familiarity with resources to enhance his/her own knowledge. The teacher does not seek such knowledge.
	Enter Notes			

Rubric Score: 0/0

30 DOMAIN 2 FOR NON-CLASSROOM INSTRUCTIONAL TEACHERS: THE ENVIRONMENT

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2a: Creating an environment of respect and rapport	Interactions with peers are highly respectful, reflecting genuine warmth and caring and sensitivity to cultural differences.	Interactions with peers are polite and respectful.	Interactions with peers, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural differences.	Interactions with peers are negative, inappropriate, or insensitive to cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.
	Enter Notes			
2c: Managing procedures in a professional setting	The teacher consistently applies effective procedures to ensure professional practice.	The teacher establishes effective procedures to ensure professional practice and applies them most of the time.	The teacher establishes procedures to ensure professional practice but applies them inconsistently.	The teacher has a limited number of/ no procedures to ensure effective professional practice.
	Enter Notes			
2e: Organizing physical Space	The teacher makes highly effective use of the physical environment.	The teacher makes effective use of physical resources.	The teacher's use of physical resources is moderately effective. The teacher may attempt to modify the physical arrangement to suit the assignment with partial success.	The teacher makes poor use of the physical environment.
	Enter Notes			

Rubric Score: 0/0

30 DOMAIN 3 FOR NON-CLASSROOM INSTRUCTIONAL TEACHERS: INSTRUCTION

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3c: Sharing expertise with staff	The employee consistently and in a timely manner shares expertise that is of exceptional quality with staff. The employee is sought after for his/her expertise.	Employee's services offered are of high quality and appropriate to the needs of those being served.	Employee inconsistently shares their expertise with staff, and information is often not delivered in a timely manner.	Employee does not share expertise with the staff, or does so in an ineffective manner.
	Enter Notes			
3d: Using technology	The teacher makes use of technology resources and uses innovative strategies to integrate technology use specific to assignment while promoting its uses to others.	The teacher uses technology effectively in the delivery of services.	The teacher inconsistently uses technology in the delivery of services and relies on others for technology needs.	The teacher rarely uses technology as required by job responsibilities.
	Enter Notes			
3e: Demonstrating flexibility	The teacher seizes opportunities	The teacher promotes the	The teacher attempts to modify	The teacher adheres to his/her

and responsiveness	to improve upon plans/programs, in response to the input of others. The teacher uses an extensive repertoire of strategies to affect change.	success of their programs, making adjustments as needed.	his/her plans/programs when needed, with moderate success. The teacher accepts responsibility for success but has only a limited repertoire of strategies to draw upon.	plans/programs, even when a change would improve it. The teacher brushes aside questions and often blames others.

Enter Notes

Rubric Score: 0/0

30 DOMAIN 4 FOR NON-CLASSROOM INSTRUCTIONAL TEACHERS: PROFESSIONAL RESPONSIBILITIES

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a: Reflecting on practice	The teacher's reflection is highly accurate and perceptive, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.	The teacher's reflection provides an accurate and objective description of practice, citing specific evidence. The teacher makes some specific suggestions as to improve.	The teacher's reflection on practice is partially accurate and objective but does not cite specific evidence. The teacher makes only general suggestions as to how to improve.	The teacher does not reflect on practice, or the reflections are inaccurate or self- serving.

Enter Notes

4b: Maintaining accurate records	The teacher's systems for maintaining records/budgets are accurate, efficient, and effective. The teacher anticipates and responds to the needs of others when preparing reports/budgets and always submits them on time.	The teacher's systems for maintaining records/budgets are accurate, efficient, and effective.	The teacher's systems for maintaining records/budgets are rudimentary and only partially effective.	The teacher's systems for maintaining records/budgets are either nonexistent or in disarray, resulting in errors and confusion.

Enter Notes

4c: Coordinating work with other staff	The teacher takes a leadership role in coordinating projects with others within and beyond the district.	The teacher initiates efforts to collaborate with others in the district.	The teacher responds positively to the efforts of others to collaborate.	The teacher makes no attempt to collaborate with other staff in the district.

Enter Notes

4d: Participating in a professional community	The teacher makes a substantial contribution to the professional community and to school /district events and projects, and assumes a leadership role among the faculty.	The teacher participates actively in the professional community and in school/ district events and projects, and maintains positive and productive relationships with colleagues.	The teacher becomes involved in the professional community and in school/ district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher avoids participating in a professional community or in school/ district events and projects; relationships with colleagues are negative or self-serving.

Enter Notes

4e: Growing and developing professionally	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.

Enter Notes

4f: Showing professionalism and confidentiality	The teacher displays the highest standards of ethical conduct and confidentiality and takes a leadership role in seeing that colleagues comply with school and district regulations.	The teacher displays a high level of ethics and professionalism in dealings with colleagues and complies fully and voluntarily with norms of confidentiality.	The teacher is well intentioned in interactions with colleagues and respects norms of confidentiality but interacts on a limited basis.	The teacher displays dishonesty in interactions with colleagues and violates norms of confidentiality.

Enter Notes

Rubric Score: 0/0

Observation of Instructional Coaches

5 Domain 1: Planning and Preparation

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a: Demonstrating knowledge of current trends in specialty area and professional development	Instructional coach's knowledge of specialty area and trends in professional development is wide and deep; coach is regarded as an expert by colleagues.	Instructional coach demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional coach demonstrates basic familiarity with specialty area and trends in professional development.	Instructional coach demonstrates little or no familiarity with specialty area or trends in professional development.
	Enter Notes			
1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	Instructional coach is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.	Instructional coach demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional coach demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional coach demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.
	Enter Notes			
1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served	Instructional coach's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.	Instructional coach's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional coach's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional coach has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.
	Enter Notes			
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Instructional coach actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.	Instructional coach is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional coach demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional coach demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.
	Enter Notes			
1e: Planning the instructional support program, integrated with the overall school program	Instructional coach's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.	Instructional coach's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional coach's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional coach's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.
	Enter Notes			
1f: Developing a plan to evaluate the instructional support program	Instructional coach's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Instructional coach's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional coach has a rudimentary plan to evaluate the instructional support program.	Instructional coach has no plan to evaluate the program or resists suggestions that such an evaluation is important.
	Enter Notes			

Rubric Score: 0/0

5 Domain 2: The Environment

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

space for workshops or training	effective use of the physical environment, with teachers contributing to the physical arrangement.	use of the physical environment, resulting in engagement of all participants in the workshop activities.	not impede workshop activities.	use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.

Enter Notes

Rubric Score: 0/0

5 Domain 3: Delivery of Service

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3a: Collaborating with teachers in the design of instructional units and lessons	Instructional coach initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.	Instructional coach initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional coach collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional coach declines to collaborate with classroom teachers in the design of instructional lessons and units.
	Enter Notes			
3b: Engaging teachers in learning new instructional skills	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.	All teachers are engaged in acquiring new instructional skills.	Instructional coach's efforts to engage teachers in professional learning are partially successful, with some participating.	Teachers decline opportunities to engage in professional learning.
	Enter Notes			
3c: Sharing expertise with staff	The quality of the instructional coach's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional coach conducts extensive follow-up work with teachers.	The quality of the instructional coach's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional coach's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	Instructional coach's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.
	Enter Notes			
3d: Locating resources for teachers to support instructional improvement	Instructional coach is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.	Instructional coach locates resources for instructional improvement for teachers when asked to do so.	Instructional coach's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional coach fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.
	Enter Notes			
3e: Demonstrating flexibility and responsiveness	Instructional coach is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.	Instructional coach makes revisions to the support program when it is needed.	Instructional coach makes modest changes in the support program when confronted with evidence of the need for change.	Instructional coach adheres to his plan, in spite of evidence of its inadequacy.
	Enter Notes			

Rubric Score: 0/0

5 Domain 4: Professional Responsibilities

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a: Reflecting on practice	Instructional coach's reflection is highly accurate and perceptive, citing specific examples. Instructional coach draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.	Instructional coach's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional coach makes some specific suggestions as to how the support program might be improved.	Instructional coach's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional coach does not reflect on practice, or the reflections are inaccurate or self-serving.
	Enter Notes			
4b: Preparing and submitting budgets and reports	Instructional coach anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are always submitted on time.	Instructional coach's budgets are complete, anticipating all expenditures and following established procedures. Reports are submitted on time.	Instructional coach's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional coach does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.
	Enter Notes			
4c: Coordinating work with other instructional coaches	Instructional coach takes a leadership role in coordinating projects with other instructional coaches within and beyond the district.	Instructional coach initiates efforts to collaborate with other instructional coaches within the district.	Instructional coach responds positively to the efforts of other instructional coaches within the district to collaborate.	Instructional coach makes no effort to collaborate with other instructional coaches within the district.
	Enter Notes			
4d: Participating in a professional community	Instructional coach makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.	Instructional coach participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional coach's relationships with colleagues are cordial, and the coach participates in school and district events and projects when specifically requested.	Instructional coach's relationships with colleagues are negative or self-serving, and the coach avoids being involved in school and district events and projects.
	Enter Notes			
4e: Engaging in professional	Instructional coach actively	Instructional coach seeks out	Instructional coach's	Instructional coach does not

development	pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other coaches.	opportunities for professional development based on an individual assessment of need.	participation in professional development activities is limited to those that are convenient or are required.	participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.
	Enter Notes			
4f: Showing professionalism, including integrity and confidentiality	Instructional coach can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.	Instructional coach displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional coach is honest in interactions with colleagues and respects norms of confidentiality.	Instructional coach displays dishonesty in interactions with colleagues and violates norms of confidentiality.
	Enter Notes			
Rubric Score: 0/0				

Observation of Media Specialists Rubric

Directions: Consider your teaching practice and determine, for each component of the framework for teaching, the level of performance that best reflects your own assessment.Circle or highlight the appropriate words, and then transfer your judgments to the last page of this form. This will provide you with a summary of your current level of practice.

28 DOMAIN 1 FOR LIBRARY/MEDIA SPECIALISTS: PLANNING AND PREPARATION

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.
	Enter Notes			
1b: Demonstrating knowledge of the school's program and student information needs within that program	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.
	Enter Notes			
1c: Establishing goals for the library/media program appropriate to the setting and the students served	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.
	Enter Notes			
1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as - interlibrary loan	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.
	Enter Notes			
1e: Planning the library/ media program integrated with the overall school program	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall - structure.
	Enter Notes			
1f: Developing a plan to evaluate the library/media program	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.
	Enter Notes			

Rubric Score: 0/0

28 DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE ENVIRONMENT

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

procedures	circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.	circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.
	Enter Notes			
2d: Managing student behavior	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.
	Enter Notes			
2e: Organizing physical space to enable smooth flow	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear sign- age, and adequate space devoted to work areas and computer use.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.
	Enter Notes			
Rubric Score: 0/0				

28 DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among - different areas.
	Enter Notes			
3b: Collaborating with teachers in the design of instructional units and lessons	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.
	Enter Notes			
3c: Engaging students in enjoying literature and in learning information skills	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.
	Enter Notes			
3d: Assisting students and teachers in the use of technology in the library/media center	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.
	Enter Notes			
3e: Demonstrating flexibility and responsiveness	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.	Library/media specialist initiates revisions to the library/media program when they are needed.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.
	Enter Notes			
Rubric Score: 0/0				

28 DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a: Reflecting on practice	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self -serving.

	success.	how the media program might be improved.		
	Enter Notes			
4b: Preparing and submitting reports and budgets	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are always submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.
	Enter Notes			
4c: Communicating with the larger community	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.
	Enter Notes			
4d: Participating in a professional community	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist's relationships with colleagues are negative or self- serving, and the specialist avoids being involved in school and district events and projects.
	Enter Notes			
4e: Engaging in professional development	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.
	Enter Notes			
4f: Showing professionalism	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.
	Enter Notes			
Rubric Score: 0/0				

Student Services Walkthrough Observation

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

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
A1: Collects and uses data to develop and implement interventions within a problem-solving framework	Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis, and intervention design at the systems level.	Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not collect or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
A2: Analyzes multiple sources of qualitative and quantitative data to inform decision making	Analyzes, integrates, and interprets data from multiple sources at the school or district level, and uses the data to inform systems-level decisions.	Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not analyze, integrate, and interpret data from multiple sources or use data to inform decisions OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
A3: Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement	Uses school or district data to monitor the effectiveness of MTSS supports and district intervention program outcomes.	Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not monitor student progress or evaluate the effectiveness of academic and behavioral instruction/ intervention OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
A4: Shares student performance data in a relevant and understandable way with students, parents, and administrators	Trains or mentors others to provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.	Provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not provide feedback on student performance and other assessment data; does not present data in a way that is understandable and relevant OR ineffectively demonstrates the practice/skill required.
	Enter Notes			

Rubric Score: 0/0

18 Domain B: Instruction/Intervention Planning and Design

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
B1: Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports	Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions.	Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not work with team to identify, problem solve, and plan academic and behavioral interventions OR ineffectively demonstrates the practice/skill required
	Enter Notes			
B2: Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates	Trains or mentors others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Instruction and interventions are not aligned OR are poorly aligned with school improvement priorities and other mandates.
	Enter Notes			
B3: Applies evidence-based research and best practices to improve instruction/interventions	Applies evidenced-based best practices when developing and planning instruction and interventions across all levels of MTSS (individual, targeted group, school, systems).	Applies evidence-based and best practices when developing and planning instruction and intervention.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Fails to apply OR poorly applies evidence-based and best practices when developing and planning instruction and intervention.
	Enter Notes			
B4: Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal	Collaborates to identify systems -level needs, resources, and infrastructure to access services and supports.	Develops a support plan that reflects the goals of student/client systems and supports the goal.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Support plans are ineffectively developed (i.e., plans do not reflect goals or systems coordination and support to obtain stated goal).
	Enter Notes			
B5: Engages parents and community partners in the planning and design of instruction/interventions	Develops systems-level strategies (e.g., validate participation, decision making, two-way communication) for engaging families and community when planning and designing instruction and interventions.	Engages families, community, and educational stakeholders when planning and designing instruction and interventions. Parent input is valued and incorporated into plans.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not engage OR ineffectively engages families and community when planning and designing instruction/ intervention.
	Enter Notes			

Rubric Score: 0/0

18 Domain C: Instruction/Intervention Delivery and Facilitation

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
C1: Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.	Facilitates the development of MTSS at the district level by planning and implementing interventions that address systemic issues/concerns.	Facilitates the development of MTSS at the school level by planning and implementing interventions whose intensity matches student, group, or school needs.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not contribute to the development and implementation of MTSS at the school level OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
C2: Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.	Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and socialemotional/ behavioral services.	Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social-emotional/ behavioral, and health services.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not consult/collaborate OR demonstrates practice/skill ineffectively when planning, implementing, or evaluating academic and social-emotional/behavioral services.
	Enter Notes			
C3: Implements evidence-based practices within a multi-tiered framework.	Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports.	Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not incorporate OR ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups
	Enter Notes			
C4: Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and families.	Identifies barriers to learning and connects students with resources that support positive student outcomes/ goals.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not identify barriers to learning or connect students with resources that support positive outcomes/ goals OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
C5: Promotes student outcomes related to career and college readiness.	Develops/plans district-level or school-level policies/interventions/ supports that address student postsecondary goal attainment.	Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities) and support attainment of postsecondary goals.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required.
	Enter Notes			
C6: Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors.	Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively.
	Enter Notes			

Rubric Score: 0/0

18 Domain D: Learning Environment

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
D1: Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	Interacts with school, district, parents, and community partners to sustain and promote effective systemwide programs/services that result in a healthy school climate.	Interacts with school personnel to promote and implement school-wide positive behavior supports.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not interact with school personnel to promote and implement school-wide positive behavior supports OR poorly demonstrates the practice/skill required.
	Enter Notes			
D2: Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	Examines need and feasibility for systemic intervention to support and increase student engagement district-wide.	Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not consult with school personnel to support and/or increase student engagement OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
D3: Promotes safe school environments.	Interacts with learning community to enhance, support, and/or create safe and violence-free school climates through training and advancement of initiatives that relate to healthy and violence-free schools.	Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence).	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Fails to demonstrate OR ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff.
	Enter Notes			
D4: Integrates relevant cultural issues and contexts that impact family–school partnerships.	Creates and promotes multicultural understanding and dialogue through training and information dissemination to examine the broader context of cultural issues that impact family –school partnerships.	Identifies relevant cultural issues and contexts that impact family–school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not OR ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices.
	Enter Notes			

D5: Provides a continuum of crisis intervention services.	Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination.	Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/ evaluating programs.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not OR ineffectively demonstrates skills related to collaboration for crisis intervention along the continuum of services.

Enter Notes

Rubric Score: 0/0

18 Domain E: Professional Learning, Responsibility, and Ethical

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

Rubric Score: 0/0

Therapeutic Specialist Walkthrough/Formal Observation

1925 Domain 1: Planning and Preparation

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.
	Enter Notes			
1b: Establishing goals for the therapy program appropriate to the setting and the students served	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.
	Enter Notes			
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines	Specialist's knowledge of special education laws and procedures is extensive. Specialist takes a leadership role in reviewing and revising district policies.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates little or no knowledge of special education laws and procedures.
	Enter Notes			
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates little or no knowledge of resources for students available through the school or district.
	Enter Notes			
1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.
	Enter Notes			
1f: Developing a plan to evaluate the therapy program	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.
	Enter Notes			

Rubric Score: 0/0

19 Domain 2: The Environment

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2a: Establishing rapport with students	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.
	Enter Notes			
2b: Organizing time effectively	Specialist demonstrates excellent timemanagement skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.
	Enter Notes			
2d: Establishing standards of conduct in the treatment center	Standards of conduct have been established for the testing and therapy area. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.	Standards of conduct have been established for the testing and therapy area. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct appear to have been established for the testing and therapy area. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.
	Enter Notes			
2e: Organizing physical space for testing of students	The testing and therapy area is highly organized and is inviting	The testing and therapy area is well organized; materials are	The testing and therapy area is somewhat organized and	The testing and therapy area is disorganized and poorly suited

and providing therapy	to students. Materials are convenient when needed.	available when needed.	somewhat well suited to working with students. Materials are difficult to find.	to working with students. Materials are usually unavailable

Enter Notes

Rubric Score: 0/0

19 Domain 3: Delivery of Service

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3a: Responding to referrals and evaluating student needs	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist fails to respond to referrals or makes hasty assessments of student needs.
	Enter Notes			
3b: Developing and implementing treatment plans to maximize students' success	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.
	Enter Notes			
3c: Communicating with families	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.
	Enter Notes			
3d: Collecting information; writing reports	Specialists is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.
	Enter Notes			
3e: Demonstrating flexibility and responsiveness	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input	Specialist independently makes revisions in the treatment program when they are needed.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.
	Enter Notes			

Rubric Score: 0/0

1925 Domain 4: Professional Responsibilities

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a: Reflecting on Practice	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist does not reflect on practice, or the reflections are inaccurate or self- serving.
	Enter Notes			
4b: Collaborating with teachers and administrators	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist is not available to staff for questions and planning and declines to provide background material when requested.
	Enter Notes			
4c: Maintaining an effective data-management system	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.
	Enter Notes			
4d: Participating in a professional community	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.
	Enter Notes			

4e: Engaging in professional development	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.
	Enter Notes			
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.\	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.
	Enter Notes			
Rubric Score: 0/0				

Appendix D – Student Performance Measures

In Appendix D, the district shall provide the list of assessments and the performance standards that will apply to the assessment results to be used for calculating the performance of students assigned to instructional personnel. The following table is provided for convenience; other ways of displaying information are acceptable.

Student Performance Measures		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s)**
Pre-Kindergarten (PK)	IEP mastery	T3 compared to TI calculation
Kindergarten (K)	District Selected PM	T3 compared to TI calculation
First Grade (1)	District Selected PM	T3 compared to TI calculation
Second Grade (2)	District Selected PM	T3 compared to TI calculation
Third Grade (3)	New State PM	T3 compared to TI calculation
Fourth Grade (4)	New State PM	T3 compared to TI calculation
Fifth Grade (5)	New State PM	T3 compared to TI calculation
Other (K-5) (including non-classroom instructional personnel)	Varies	School wide SOM or teacher created tests- district passing score
English/Language Arts, Reading Courses (6-8)	New State PM	T3 compared to TI calculation
Math Courses (6-8)	New State PM	T3 compared to TI calculation
Science Courses (8)	NGSSS	Scores two to five 1, Score of one 0
Other (6-8) (including non-classroom instructional personnel)	Site created test, principal approved for standards	District passing score of 60 + 1 Below 60 0
English 1	New State PM	T3 compared to TI calculation
English 2	New State PM	T3 compared to TI calculation
English 3	District Created	District passing score of 60 + 1 Below 60 0
English 4	District Created	District passing score of 60 + 1 Below 60 0
AP English Comp	AP test	Scores three to seven 1, below 0
Algebra 1 (Honors); Algebra 1B	EOC	Scores two to five 1, Score of one 0
Pre-AICE Mathematics 1	Site created test, principal approved for standards	District passing score of 60 + 1 Below 60 0
IB Middle Years Algebra 1 Honors	EOC	Scores two to five 1, Score of one 0
Geometry (Honors)	Geometry EOC	Scores two to five 1, Score of one 0
IB Middle Years Geometry Honors	Geometry EOC	Scores two to five 1, Score of one 0
Pre-AICE Mathematics 2	Site created test, principal approved for standards	District passing score of 60 + 1 Below 60 0
Biology 1 (Honors); Biology Technology; Biology 1 Pre-IB; Integrated Science 3 (Honors)	Biology EOC	Scores two to five 1, Score of one 0
Pre-AICE Biology	Biology EOC	Scores two to five 1, Score of one 0

Student Performance Measures		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s)**
IB Middle Years Biology Honors	Biology EOC	Scores two to five 1, Score of one 0
Civics	Civics EOC	Scores two to five 1, Score of one 0
U.S. History	US History EOC	Scores two to five 1, Score of one 0
ROTC	Site created test, principal approved for standards	District passing score of 60 + 1 Below 60 0
Other (9-12) (including non-classroom instructional personnel)	Varies	See Tables
District Non-Classroom Instructional Personnel	Varies	See Tables

ASSESSMENT TABLE:

SPECIAL FIELDS TABLE

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Special Fields	ASSISTIVE TECH INST SPEC	Assigned Students - Survey 2-3 Match if Possible	Observed Practice	65%	Mastery of identified IEP communication goals specific to AAC device or tool (Mastery of IEP Goal =1 Needs Improvement on IEP Goal = .5)	35%					Mastery = 1 Needs Improvement = .5
Special Fields	BEHAVIOR ANALYST	Assigned Students - Survey 2-3 Match if Possible	Observed Practice	65%	Mastery of IEP goals related to behavior (Mastery of IEP Goal =1 Needs Improvement on IEP Goal = .5)	35%					Mastery = 1 Needs Improvement = .5

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Special Fields	BEHAVIORAL SPECIALIST	Assigned Students - Survey 2-3 Match if Possible	Observed Practice	65%	Mastery of IEP goals related to behavior (Mastery of IEP Goal =1 Needs Improvement on IEP Goal = .5) Mastery of goals for school based.	35%					Mastery = 1 Needs Improvement = .5
Special Fields	CAREER SPECIALIST - CTE	Assigned Schools	Observed Practice	65%	Percentage of eligible CTE students in registered career themed courses assessed using IC exams	35%					
Special Fields	COOR OF IB DIPLOMA PRGM	IB Students	Observed Practice	65%	Percentage of eligible IB students assessed	20%*	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet where each offering is 2pts for a	*15%	Applicable student outcome measurement for classes taught by Coor of IB Diploma Program	**OR** 35%	

							maximum of 20 points.				

Special Fields	ELEMENTARY ASSISTANT	School-wide	Observed Practice	65 %	School SOM	35%					
Special Fields	EMPLOYMENT SPECIALIST-ESE	Assigned Students - Survey 2-3 Match if Possible	Observed Practice	65 %	Mastery of IEP goals related to post-school outcomes (Mastery of IEP Goal =1 Needs Improvement on IEP Goal = .5)	35%					Mastery = 1 Needs Improvement = .5
Classroom - Special Circumstances	Endeavor/Discovery Academy Electives	Assigned Students	Observed Practice	65 %	District Developed/Selected Assessment	15%		20 % For End.	EndeavorProgram Completion Measurement 50-100%=4, 20-49%,=3, 10-19%=2, and 0-9%=1 Student must be present 50 days to be included in calculation.	20% For Dis..	Discovery Program Grade Promotion Measurement 70-100%=4, 40-69%,=3, 20-39%=2, and 0-19%=1

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Classroom - Special Circumstances	Endeavor/Discovery Academy Math	Assigned Students	Observed Practice	65 %	VAM Math	15%		20 % For End.	Endeavor Program Completion Measurement 50-100%=4, 20-49%,=3, 10-19%=2, and 0-9%=1 Student must be present 50 days to be included in calculation.	20% For Dis..	Discovery Program Grade Promotion Measurement 70-100%=4, 40-69%,=3, 20-39%=2, and 0-19%=1

Classroom - Special Circumstances	Endeavor/Discovery Academy Reading	Assigned Students	Observed Practice	65 %	VAM Reading	15%		20 % For End.	Endeavor Program Completion Measurement 50-100%=4, 20-49%,=3, 10-19%=2, and 0-9%=1 Student must be present 50 days to be included in calculation.	20% For Dis..	Discovery Program Grade Promotion Measurement 70-100%=4, 40-69%,=3, 20-39%=2, and 0-19%=1
Classroom - Special Circumstances	Endeavor/Discovery Academy Science	Assigned Students	Observed Practice	65 %	District Developed/Selected Assessment or State EOC Where Available	15%		20 % For End.	Endeavor Program Completion Measurement 50-100%=4, 20-49%,=3, 10-19%=2, and 0-9%=1 Student must be present 50 days to be included in calculation.	20% For Dis..	Discovery Program Grade Promotion Measurement 70-100%=4, 40-69%,=3, 20-39%=2, and 0-19%=1
Classroom - Special	Endeavor/Discovery Academy Social Studies	Assigned Students	Observed Practice	65 %	District Developed/Selected Assessment	15%		20 % For	Endeavor Program Completion Measurement	20% For Dis..	Discovery Program Grade Promotion

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Circumstances					or State EOC Where Available			End.	50-100%=4, 20-49%,=3, 10-19%=2, and 0-9%=1 Student must be present 50 days to be included in calculation.		Measurement 70-100%=4, 40-69%,=3, 20-39%=2, and 0-19%=1
Special Fields	ESE INSTRUCTIONAL SPECIALIST	Assigned Schools	Observed Practice	65%	Percentage of eligible students participating in FSAA	35%					This position is responsible for training staff to deliver Florida Standards Alternate Assessment and ensuring fidelity of test administration protocols

Special Fields	ESOL Coach	Assigned Schools	Observed Practice	65%	Combination of ESOL Lead TCHR scores	20%	Percentage of Edivate ESOL courses completed by registrants	15%			
Special Fields	ESOL/LEAD TCHR	Assigned Schools	Observed Practice	65%	Percentage of students demonstrating growth on district or state assessment.	35%					
Special Fields	INST CERT. SCHOOL COUNS. K-5	School Wide	Observed Practice	65%	Prepare and present to students, staff and/or families Bullying Prevention trainings. as documented by sign in sheets and attested by principal.	15%	Direct service to students as documented by log provided to Certified School Counselor by HR and approved by school administrator. Limit of 400 students for	20%			

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							case load calculation. 75% success rate =20 points. 50-74% = 10 points. Less than 50% percent contact rate = no points.					

58	Special Fields	INST CERT. SCHOOL COUNS. K-8	Assigned Students	Observed Practice	65%	Prepare and present to students, staff and/or families Bullying Prevention trainings. as documented by sign in sheets and attested by principal.	15%	Direct service to students as documented by log provided to Certified School Counselor by HR and approved by school administrator. Limit of 400 students for case load calculation. 75% success rate =20 points. 50-74% = 10 points. Less than 50% percent contact rate = no points.	20%			

Special Fields	INST CERT. SCHOOL COUNSEL. 6-8	School Wide	Observed Practice	65%	Prepare and present to students, staff and/or families Bullying Prevention trainings as documented by sign in sheets and attested by principal.	15%	Direct service to students as documented by log provided to Certified School Counselor by HR and approved by school administrator. Limit of 400 students for case load calculation. 75% success rate =20 points. 50-74% = 10 points. Less than 50% percent contact rate = no points.	20%			

09	Special Fields	INST CERT. SCHOOL COUNSEL.9-12	School Wide	Observed Practice	65%	Prepare and present to students, staff and/or families College and Career Readiness and Graduation Requirements trainings. as documented by sign in sheets and attested by principal.	15%	Direct service to students as documented by log provided to Certified School Counselor by HR and approved by school administrator. Limit of 400 students for case load calculation. 75% success rate =20 points. 50-74% = 10 points. Less than 50% percent contact rate = no points.	20%			
	Special Fields	INST MEDIA SPC 6-8	Assigned Students	Observed Practice	65%	Reading VAM	35%					

Special Fields	INST MEDIA SPC 9-12	Assigned Students	Observed Practice	65%	Reading VAM	35%					
Special Fields	INST MEDIA SPEC K-5	Assigned Students	Observed Practice	65%	Reading VAM	35%					
Special Fields	INST MEDIA SPEC K-8	Assigned Students	Observed Practice	65%	Reading VAM	35%					

Special Fields	Instructional Practice Coach - Elementary Generalist	Assigned Schools	Observed Practice	65%	Math VAM	10%	Reading VAM	10%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 30 points.	15%		
Special Fields	Instructional Practice Coach - Math	Assigned Schools	Observed Practice	65%	Math VAM	20%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 30 points.	15%				

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Special Fields	Instructional Practice Coach - Science	Assigned Schools	Observed Practice	65%	Percent Proficient on Science FCAT (1 point for levels 3-5 and .5 for level 2)	20%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 30 points.	15%			

Special Fields	Instructional Practice Coach - Writing	Assigned Schools	Observed Practice	65%	Percent Proficient on Writing FSA (1 point for passing, 0 points for not passing)	20%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 30 points.	15%			
Special Fields	Instructional Practice Coaches - Reading	Assigned Schools	Observed Practice	65%	Reading VAM	20%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 30 points.	15%			

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Special Fields	INSTRUCTIONAL TECH SPECIALIST	District	Observed Practice	65%	Reading and Math VAM	10%	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet where each offering is 2pts for a maximum of 20 points.	25%			
Special Fields	OCCUPATIONAL THERAPIST	Assigned Students	Observed Practice	65%	Mastery of independent functioning goals relevant to OT Services(Mastery of IEP Goal =1 Needs Improvement on IEP Goal = .5)	35%					
Special Fields	OCCUPATIONAL THERAPIST ASST	Assigned Students	Observed Practice	65%	Mastery of independent functioning goals relevant to OT Services(Mastery of IEP Goal =1 Needs Improvement on IEP Goal = .5)	35%					

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Special Fields	PHYSICAL THERAPIST	Assigned Students	Observed Practice	65%	Mastery of independent functioning goals relevant to PT Services(Mastery of IEP Goal =1 Needs Improvement on IEP Goal = .5)	35%					

Special Fields	PHYSICAL THERAPIST ASST. LICEN	Assigned Students	Observed Practice	65%	Mastery of independent functioning goals relevant to PT Services(Mastery of IEP Goal =1 Needs Improvement on IEP Goal = .5) 50%	35%					
Special Fields	PROGRAM/STAFFING SPEC	Assigned Students	Observed Practice	65%	Percentage of annual IEP meetings convened and new IEP completed	35%					
Special Fields	READING COACH 6-8	Assigned Schools	Observed Practice	65%	Reading VAM	20%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 30 points.	15%			Reading Coaches work with all teachers at their assigned schools For every training a coach has provided and can document, they will receive 2 points. They must provide at least 15

											trainings to be awarded 30%. A full-day of PLC's at one school on one topic equals only one training or 2 points. However, training on one topic at three different schools would equal 6 points. Coaches who supervise the practicum for the Reading Endorsement and NGCAR-PD, will receive 2 points per participant.

69	Special Fields	READING COACH 9-12	Assigned Schools	Observed Practice	65%	Reading VAM	20%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 30 points.	15%			Reading Coaches work with all teachers at their assigned schools For every training a coach has provided and can document, they will receive 2 points. They must provide at least 15 trainings to be awarded 30%. A full-day of PLC's at one school on one topic equals only one training or 2 points. However, training on one topic at three different schools would equal 6 points. Coaches who supervise the practicum for

											the Reading Endorsement and NGCAR-PD, will receive 2 points per participant.

71	Special Fields	READING COACH K-5	Assigned Schools	Observed Practice	65%	Reading VAM	20%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 30 points.	15%			Reading Coaches work with all teachers at their assigned schools For every training a coach has provided and can document, they will receive 2 points. They must provide at least 15 trainings to be awarded 30%. A full-day of PLC's at one school on one topic equals only one training or 2 points. However, training on one topic at three different schools would equal 6 points. Coaches who supervise the practicum for

											the Reading Endorsement and NGCAR-PD, will receive 2 points per participant.

73		SCHOOL PSYCHOLOGIST	Assigned Schools	Observed Practice	65%	Gifted evaluations completed within 90 school days in which the student is in attendance from the date the school psychologist received the referral: 80-100% of gifted evaluations completed within time frame = 10 points 60 - 79% of gifted evaluations completed within time frame = 5 points 0- 59% of gifted evaluations completed within time frame= 0 points	17.5%	Initial referrals for ESE evaluations completed within 60 schools days in which the student is in attendance from the date the school psychologist received the referral: 80-100% of initial referral evaluations completed within time frame = 10 points 60 - 79% of initial referral evaluations completed within time frame = 5 points 0-	17.5%			

							59% of initial referral evaluations completed within time frame = 0 points				
Special Fields	SCHOOL SOCIAL WORKER - Homeless	District	Observed Practice	65%	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet	20%	2 documented follow-ups per referral	15%			

75	Special Fields	SCHOOL SOCIAL WORKER - Single School	Assigned Students	Observed Practice	65%	Prepare and present to students, staff and/or families Bullying Prevention trainings. as documented by sign in sheets and attested by principal.	15%	Direct service to students as documented by log provided to Certified School Counselor by HR and approved by school administrator. Limit of 400 students for case load calculation. 75% success rate =20 points. 50-74% = 10 points. Less than 50% percent contact rate = no points.	15%		

Special Fields	SCHOOL SOCIAL WORKER Multi-School	Assigned Schools	Observed Practice	65%	Initial Comprehensive Clinical Histories Completed within 60 school days - 0-59% complete = no points, 60-79%=10 points, 80-100% percent complete = 15 points	15%	Completion of Truancy Case Staffing after school referral - Completed - 0-59% complete = no points, 60-79%=10 points, 80-100% percent complete = 15 points	15%			

Special Fields	SCHOOL SOCIAL WORKER Teen Parenting	Assigned Schools	Observed Practice	65%	Drop-out Prevention of program participants - 0-59%= no points 60-79% = 5 points, 80-100% = 10 points	10%	If no students are assigned, Direct Service Delivery as document by log and verified by program director. Monthly contact with 75% of assigned students = 20 points. Monthly contact with 50-74% of program students = 10 points	15%				

Special Fields	Science Resource - Not Title I	Assigned Students	Observed Practice	65%	State Science Assessment or District Developed / Selected EOC if there is no state science assessment for students served.	35%					
Special Fields	SPEECH/LANG PATHOLOGIST K-12	Assigned Students	Observed Practice	65%	Mastery of independent functioning goals relevant to Speech and Language Services(Mastery of IEP Goal =1 Needs Improvement on IEP Goal = .5)	35%					
Special Fields	SPEECH/LANG PATHOLOGIST K-12 (Pre-K)	School Wide	Observed Practice	65%	Percentage of students assessed within mandatory time frame	17.5%	Percentage of students referred from Dept. of Health Early Steps Part C evaluated and	17.5%			

							referred for staffing by third birthday				

Classroom	TCH VOC MULTI MEDIA DESIGN TEC	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR 1-ELEM BASIC	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR 2-ELEM BASIC	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR 3-ELEM BASIC	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR 4-ELEM BASIC	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR 5 ELEM BASIC	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	TCHR K-5 ASSESSMENT	Assigned Schools	Observed Practice	65%	Percentage of eligible students assessed on state-wide assessments	15%	Professional Development as documented in ERO or by Time and	20%			

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					(FCAT / FSA/ FSAA)		Effort Log with Sign-in Sheet where each offering is 2pts for a maximum of 20 points.				
Special Fields	TCHR K-8 ASSESSMENT	Assigned Schools	Observed Practice	65%	Percentage of eligible students assessed on state-wide assessments (FCAT / FSA/ FSAA)	15%	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet where each offering is 2pts for a maximum of 20 points.	20%			

	Special Fields	TCHR 6-8 ASSESSMENT	Assigned Schools	Observed Practice	65%	Percentage of eligible students assessed on state-wide assessments (FCAT / FSA/ FSAA)	15%	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet where each offering is 2pts for a maximum of 20 points.	20%			
	Special Fields	TCHR 9-12 ASSESSMENT	Assigned Schools	Observed Practice	65%	Percentage of eligible students assessed on state-wide assessments (FCAT / FSA/ FSAA)	15%	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet where each offering is 2pts for a maximum of 20 points.	20%			
	Classroom	TCHR ART 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					

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Classroom	TCHR ART 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR ART K-5	Assigned Students	Observed Practice	65%	School wide Vam	35%					
Classroom	TCHR COMPUTER ED 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR CONSTRUCTION TECHNOLOGIES	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR COSMETOLOGY	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR CRITICAL THINKING MS	Assigned Students	Observed Practice	65%	See Assessment Table	35%					

Classroom	TCHR CULINARY ARTS	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	TCHR D/O PREV 9-12	Assigned Students	Observed Practice	65%	VAM, State EOC or District Developed / Selected if no state assessment for students served.	35%					
Classroom	TCHR DANCE	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR DRAMA 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR DRAMA K-5	Assigned Students	Observed Practice	65%	School Wide VAM	35%					
Special Fields	TCHR EMOTIONAL/BEHAVIORAL DIS	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR ENGINEERING & MANUFACTURE	Assigned Students	Observed Practice	65%	See Assessment Table	35%					

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Classroom	TCHR eSCHOOL 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR eSCHOOL FOREIGN LANG 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR eSCHOOL K-6	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR eSCHOOL LANG ARTS 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR eSCHOOL MATH 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR eSCHOOL SCIENCE 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%	If Reading and Math are taught - 25% for each subject				

Classroom	TCHR eSCHOOL SOCIAL ST 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%	If Reading and Math are taught - 25% for each subject				

Special Fields	TCHR ESE CO-TEACH	Assigned Students	Observed Practice	65%	VAM for subject taught	35%					Minimum student numbers no longer apply
Special Fields	TCHR ESE INCLUSION	Assigned Students	Observed Practice	65%	VAM for subject taught	35%					If only one subject is taught, only that VAM is used and percentage is increased to 50%. If students are grades K-2, Percent proficient of District Developed Assessment (EOC) is used. If Grade 3 - Percent proficient on FCAT is used with levels 3-5 counting 1 and level 2 counting .5

Special Fields	TCHR ESE Pre-K	4 year olds	Observed Practice	65%	Mastery of IEP goals related to behavior (Mastery of IEP Goal =1 Needs Improvement on IEP Goal = .5) Mastery of goals for school based.	35%					
Special Fields	TCHR ESE RESOURCE	Assigned Students	Observed Practice	65%	VAM for subject(s) taught or School wide VAM if no assigned students.	35%					
Classroom	TCHR ESOL 6-8	Assigned Students	Observed Practice	65%	See Assessment Table, Calculation Structured on Actual Assignment	35%					
Classroom	TCHR ESOL 9-12	Assigned Students	Observed Practice	65%	WIDA Access Score Growth, Spreadsheet by Teacher, Grad req also counts, only students with both	35%					

					scores are counted						

06	Classroom	TCHR EXPLORATORY WHEEL MS	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
	Classroom	TCHR FORGN LANG 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
	Classroom	TCHR FORGN LANG 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
	Classroom	TCHR GIFTED PK-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
	Classroom	TCHR GLOBAL WRITING LAB ELEM	Assigned Students	Observed Practice	65%	school wide VAM	35%					

Classroom	TCHR GRAPHIC DESIGN	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	TCHR HEARING IMPAIRED PK-12	Assigned Students	Observed Practice	65%	Mastery of IEP goals related to hearing (Mastery of IEP Goal =1 Needs Improvement on IEP Goal = .5)	35%					

92	Special Fields	TCHR HOSPITAL HOMEBOUND	Assigned Students	Observed Practice	65%	Assigned students - VAM where available. For FSAA students maintaining achievement levels 4 and above or increasing a level or achieving an increase of 5 raw points within levels 1-3.below or above FCAT assessed grades - mastery of IEP goals for reading and math	35%					
	Special Fields	TCHR IN-SCHL-SUSP 9-12	School-wide	Observed Practice	65%	School Wide VAM or Assigned Students-See Assessment Table	35.0%					

Special Fields	TCHR INTELLECTUAL DISABILITIES	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR K-ELEM BASIC	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR LANG ARTS 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR LANG ARTS 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR LAW ENFORCEMENT INST	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR LIFE MANAGEMENT 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR MATH 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					

Classroom	TCHR MATH 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%						
Classroom	TCHR MATH 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%						
Classroom	TCHR MATH K-5	Assigned Students	Observed Practice	65%	School Wide VAM	35%						
Special Fields	TCHR MATH RESOURCE K-5	Assigned Students	Observed Practice	65%	See Assessment Table	35%						
Special Fields	TCHR MICRO SOC COOR ELEM	School-wide	Observed Practice	65%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 25 points.	25%	School Wide VAM	10%				
Classroom	TCHR MUSIC 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%						

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Classroom	TCHR MUSIC 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR MUSIC K-5 ELEM	Assigned Students	Observed Practice	65%	School Wide VAM	35%					

Special Fields	TCHR ON ADMIN ASSIGNMENT	School Wide	Observed Practice	65%	Reading and Math VAM	10%	Reduction in instructional days lost due to ISS or OSS placement of students (as measured by reduction in total student days in ISS and OSS (combined) over prior year)	10%	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet-1 point per PD for a maximum of 15 points.	15%		
Special Fields	TCHR ON ASSIGNMENT PROF DEV		Observed Practice	65%	Professional Development Initiatives at Schools- 1.0 pt. per event for a maximum of 35	35%						
No Eval	TCHR ON SPEC ASSIGNMENT HCTA											

Classroom	TCHR PE 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR PE 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR PE K-5	Assigned Students	Observed Practice	65%	School wide VAM	35%					
Classroom	TCHR PE K-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	TCHR PROFOUNDLY HAND PK-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR READING 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR READING 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR READING 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					

Special Fields	TCHR READING RESOURCE 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	TCHR READING RESOURCE K-5	Assigned Students	Observed Practice	65%	See Assessment Table	35%					

Classroom	TCHR READING/LANG ARTS 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR REMEDIATION K-5	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR ROBOTICS	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR ROTC/MIL T6E TRNG 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR ROTC/MIL TRNG 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR SCIENCE 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR SCIENCE 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR SCIENCE K-5	Assigned Students	Observed Practice	65%	NGSSS Proficiency	35%					

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Classroom	TCHR SOC STUDIES 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR SOC STUDIES 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR SOCIAL STUDIES 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	TCHR SPEC ASSIGN - Springs Coast Environmental	Assigned Students	Observed Practice	65%	Percentage of students at mastery on post test for Springs Coast Environmental Center	35%					
Classroom	TCHR STEM	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR TECH ED 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR TECH ED 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					

Classroom	TCHR TECH ED K-5	Assigned Students	Observed Practice	65%	School Wide VAM	35%					
Classroom	TCHR TEEN PARENTING	Assigned Students	Observed Practice	65%	See Assessment Table	35%					

Special Fields	TCHR TITLE I MATH COACH 6-8	Assigned Schools	Observed Practice	65%	Math VAM	15%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet- 1 point per PD for a maximum of 20 points.				VAM will be assigned students or school wide based on students assigned on TERMS and verified during Roster Verification. For split loads calculations will be proportional to teaching assignments and schedule.
Special Fields	TCHR TITLE I MATH COACH K-5	Assigned Schools	Observed Practice	65%	Math VAM	15%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet- 1 point per PD for a maximum of 20 points.				See note above.
Special Fields	TCHR TITLE I MATH RES 6-8	Assigned Students	Observed Practice	65%	Math VAM	35%					See note above.

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Special Fields	TCHR TITLE I MATH RES K-5	Assigned Students	Observed Practice	65%	Math VAM	35%					See note above.
Special Fields	TCHR TITLE I READING RES 6-8	Assigned Students	Observed Practice	65%	Reading VAM	35%					See note above.
Special Fields	TCHR TITLE I READING RES K-5	Assigned Students	Observed Practice	65%	Reading VAM	35%					See note above.
Special Fields	TCHR TITLE I RESOURCE	Assigned Students	Observed Practice	65%	Reading VAM	35%					See note above.
Special Fields	TCHR TITLE I SCI RESOURCE 6-8	Assigned Students	Observed Practice	65%	Percent Proficient on Science FCAT (1 point for levels 2-5 and 0 for level 1)	35%					See note above.
Special Fields	TCHR TITLE I SCIENCE RESOURCE	Assigned Students	Observed Practice	65%	Percent Proficient on Science FCAT (1 point for levels 2-5 and 0 for level 1)	35%					See note above.

Special Fields	TCHR TRAIN MNTL HAND PK-12	Assigned Students	Observed Practice	65%	See Business Rules and Assessment Table	35%					

105	Classroom	TCHR TRANSITIONAL		Observed Practice	65%	Reading VAM	17.5%	Math VAM	17.5%			If only one subject is taught, only that VAM is used and percentage is increased to 50%. If students are grades K-2, Percent proficient on District Developed Assessment (EOC) is used. If Grade 3 - Percent proficient on FSA is used with levels 2-5 counting 1 and level 1 counting 0 / If teacher has subjects other than reading or math, the assessment designated for that course is used.
	Special Fields	TCHR VARYING EXCEP PK-12	Assigned Students	Observed Practice	65%	See Business Rules and	35%					

					Assessment Table						
Special Fields	TCHR VISUALLY IMPAIRED PK-12	Assigned Students	Observed Practice	65%	Mastery of IEP goals (Mastery of IEP Goal =1 Needs Improvement on IEP Goal = .5)	35%					
Classroom	TCHR VOC AGRI BUS 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR VOC AUTO MECHANICS 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR VOC BUS ED 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR VOC ELECTRICAL TECH 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					

Classroom	TCHR VOC FAM/CONSUMER SCI 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR VOC FAMILY CONSUMER 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR VOC GRAPHICS 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR VOC HLTH OCC 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					

Classroom	TCHR VOC IND ARTS/TECH 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR VOC MARKET EDUC 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR VOC SMALL ENGINES	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	TCHR VOC TV PRODUCTION	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	TCHR WRITING RESOURCE K-5	Assigned Students	Observed Practice	65%	Percent Proficient on State Writing Assessment (1 point for levels 3-6) 50%	35%					
Special Fields	TEACHER SUPPORT SPECIALIST for Recruitment and Retention	District	Observed Practice	65%	Recruitment Initiatives - 3 points per event as documented in Time and Effort Log or	15%	Retention of New Teachers Initiatives - 2 points per event as documented	20%			

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					TDL Travel Documentation		in Time and Effort Log				
Special Fields	TSA TITLE I 6-8 Facilitator	Assigned Schools	Observed Practice	65%	Percentage of Title I Compacts attempted to be signed	20%	Percentage of Title I budget spent or encumbered by June 30th	15%			
Special Fields	TSA TITLE I K-5 Facilitator	Assigned Schools	Observed Practice	65%	Percentage of Title I Compacts attempted to be signed	20%	Percentage of Title I budget spent or encumbered by June 30th	15%			
Special Fields	TSA TITLE I K8 Facilitator	Assigned Schools	Observed Practice	65%	Percentage of Title I Compacts attempted to be signed	20%	Percentage of Title I budget spent or encumbered by June 30th	15%			
Special Fields	WRITING COACH 9-12	Assigned Schools	Observed Practice	65%	Percent Proficient on Writing Assessment(1 point for levels	35%	Percentage of Title I budget spent or encumbered	15%			

					3.5-6 and .5 for level 3)		by June 30th				

Special Fields	Grade Spans beyond K-12 such as PreK 3 yrs old and FAPE 22 and any ESE not covered under other rules.	Assigned Students	Observed Practice	65%	Mastery of independent functioning goals relevant to Services (Mastery of IEP Goal =1 Needs Improvement on IEP Goal = .5)	35%	

Conversion chart for special fields depending on the breakdown of components to make-up the 35% of the student growth measure:

%	35	30	25	20	17.5	15	10	5
HE	35	30	25	20	17.5	15	10	5
E	30.1	25.8	21.5	17.2	15.05	12.9	8.6	4.3
NI/D	19.25	16.5	13.75	11	9.625	8.25	5.5	2.75
U	8.4	7.2	6	4.8	4.2	3.6	2.4	1.2

For example: 30% at HE (30 points) + 5% (5 points) or 30% at U (7.2 points) + 5% (1.2 points)

Appendix E – Summative Evaluation Forms

In Appendix E, the district shall include the summative evaluation form(s) to be used for instructional personnel.

Part A Classroom (203)

1 Domain 1: Planning and Preparation

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a: Demonstrating Knowledge of Content and Pedagogy				
		Enter Notes		
1b: Demonstrating Knowledge of Students				
		Enter Notes		
1c: Setting Instructional Outcomes				
		Enter Notes		
1d: Demonstrating Knowledge of Resources				
		Enter Notes		
1e: Designing Coherent Instruction				
		Enter Notes		
1f: Designing Student Assessments				
		Enter Notes		
Rubric Score: 0/0				

1 Domain 2: Classroom Environment

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2a: Creating an Environment of Respect and Rapport				
		Enter Notes		
2b: Establishing a Culture for Learning				
		Enter Notes		
2c: Managing Classroom Procedures				
		Enter Notes		
2d: Managing Student Behavior				
		Enter Notes		
2e: Organizing Physical Space				
		Enter Notes		
Rubric Score: 0/0				

1 Domain 3: Instruction

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3a: Communicating with Students				
		Enter Notes		
3b: Using Questioning and Discussion Techniques				
		Enter Notes		
3c: Engaging Students in Learning				
		Enter Notes		
3d: Using Assessment in Instruction				
		Enter Notes		
3e: Demonstrating Flexibility and Responsiveness				
		Enter Notes		
Rubric Score: 0/0				

1 Domain 4: Professional Responsibilities

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a: Reflecting on Teaching				
		Enter Notes		
4b: Maintaining Accurate Records				
		Enter Notes		
4c: Communicating with Families				
		Enter Notes		
4d: Participating in a Professional Community				
		Enter Notes		
4e: Growing and Developing Professionally				
		Enter Notes		
4f: Showing Professionalism				
		Enter Notes		
Rubric Score: 0/0				

Domain 1 Score	0
Domain 2 Score	0
Domain 3 Score	0
Domain 4 Score	0
TOTAL Score	0

RAW Score (TOTAL Score ÷ 22)	0
SCALE Score: (RAW Score × 21.67)	0

Signature of Employee**_____ Date _____

Signature of Evaluator_____ Date _____

Signature of Principal (if different)_____ Date _____

**My signature does not imply agreement but does acknowledge that I have read and received this document.

ESE Template for Observation/Walkthrough

9 Domain 1: Planning and Preparation

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice reflect extensive knowledge to include differentiation specific to student(s). The teacher clearly articulates knowledgeable responses to students. Teacher anticipates student misconceptions for full student understanding. The special education teacher will meet with the general education teacher to support understanding of IEP goals and strategies to meet them.	The teacher's plans and practice reflect solid knowledge and adjusts for student. The teacher forms reasonable responses to the students. During planning time the teacher will make sure all the IEP goals are being met.	The teacher's plans and practice reflect solid knowledge, prerequisite relationships between important concepts,. The teacher's responses to students may be vague or unclear and suggest only limited knowledge of a way to support student growth.	The teacher's plans and practice display limited knowledge and little to no plans to differentiate. Teacher may have limited or no responses to student questions.
	Enter Notes			
1b Demonstrating Knowledge of Students	The special education teacher demonstrates knowledge of child and adolescent development and the learning process. The teacher indicates awareness of students' skills, knowledge, and language proficiency. The teacher indicates discovery of students' interests, cultural heritage, and special needs. This knowledge and awareness is woven into lesson plans consistently.	The special education teacher demonstrates knowledge of child and adolescent development and the learning process. The teacher indicates awareness of students' skills, knowledge, and language proficiency. The teacher indicates discovery of students' interests, cultural heritage, and special needs. This knowledge and awareness is woven into lesson plans most of the time. .	The special education teacher indicates knowledge of students only when prompted by others and indications in plans are inconsistent to address individual approaches to students and individual student needs.	The special education teacher makes no effort to understand individual students and plans reflect a homogeneous approach for all students.
	Enter Notes			
1c Setting Instructional Outcomes	Instructional outcomes are stated as goals that can be assessed, reflecting knowledge of IEP goals and data based on that. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students. Paras are scheduled and instructed when present.	Instructional outcomes are stated as goals reflecting connection to IEP goals. They are suitable for most students in the class, represents different types of learning, and can be assessed. The outcomes reflect opportunities for coordination. The teacher reviews the expectations and modifies some goals to be in line with students' IEPs.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration. Outcomes are stated in terms of student activities rather than student learning.	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.
	Enter Notes			
1d Demonstrating Knowledge of Resources	The teacher seeks out resources in and beyond the school or district in professional organizations, on the internet, and in the community to enhance their own knowledge, to use in teaching, to support goal attainment in the IEPs, and for students who need them. The special education teacher makes these internet or community resources readily available to students, parents, and/or general education teachers. The teacher is fully aware of the materials and resources being used in the regular classroom, understands the degree to which the student will be able to access the material and plans a means of accessibility for the student.	The teacher is fully aware of the resources available through the school or district to enhance their own knowledge, to use in teaching, or for students who need them.	The teacher demonstrates some familiarity with resources available through the school or district to enhance their own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher demonstrates little or no familiarity with resources available through the school or district to enhance their own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.
	Enter Notes			
1e Designing Coherent Instruction	Lesson activities, instructional materials, and instructional groups are designed to create meaningful learning for diverse needs. The lesson or unit framework is clear and where a daily lesson fits into the whole. Paras are utilized effectively when available. The special education teacher meets regularly with other parties, such as OT/PT or general education teacher to ensure solid plan for instruction for students' needs.	Lesson activities, instructional materials, and instructional groups are designed to create meaningful learning for the group. The lesson or unit framework is mostly clear.	Lesson activities, instructional materials, and instructional groups coming together are somewhat evident in the classroom. The overall unit framework is less clear. The special education teacher may have the materials present but does not explain the plan.	The series of learning experiences is poorly aligned with the instructional outcomes. The special education teacher's lesson plans reflect whole group lessons throughout the day. Paras are doing the majority of instruction.
	Enter Notes			
1f Designing Student Assessments	All the instructional outcomes may be assessed by the proposed assessment plan with clear criteria for assessing student work. Assessment	All the instructional outcomes may be assessed by the proposed assessment plan with clear criteria for assessing student work. Assessment	Some instructional outcomes may be assessed by the proposed assessment plan with clear criteria for assessing student work. Assessment	Assessments do not have any indication of being adapted to meet student needs or the goals of the IEP. Assessments are not correlated to instruction.

	methodologies have been adapted for individual students as needed. Teacher uses data obtained through progress monitoring to determine if goals will be met and adjusts instruction and/or reconvenes IEP teams when data indicates that goals will not be met.	methodologies have been adapted for individual students as the need has arisen most of the time.	methodologies have been adapted for individual students as the need has arisen some of the time.	

Enter Notes

Rubric Score: 0/0

9 Domain 2: The Classroom Environment

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2a Creating an Environment of Respect and Rapport	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development.	Classroom interactions, both between teacher and students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and/or characterized by sarcasm, put-downs, or conflict.
	Enter Notes			
2b Establishing a Culture for Learning	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject. Teacher encourages students hold themselves to high standards of performance—for example, by initiating improvements to their work.	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and/or little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and/or little or no student pride in work.
	Enter Notes			
2c Managing Classroom Procedures	Teacher contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties. Both teachers contribute to grouping of students for small group activities or centers.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.
	Enter Notes			
2d Managing Student Behavior	Standards of conduct are clear and are reviewed when necessary. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with inconsistent results, to monitor student behavior and respond to student misbehavior.	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.
	Enter Notes			

Rubric Score: 0/0

9 Domain 3: Instruction

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3a Communicating with Students	Expectations for learning, directions and procedures are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.	Expectations for learning, directions and procedures are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development
	Enter Notes			
3b Using Questioning and Discussion Techniques	Questions reflect high expectations and are culturally and developmentally appropriate. Teacher works ensure that all voices are heard.	Teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. Students participate in the discussion, with the teacher stepping aside when appropriate.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.
	Enter Notes			
3c Engaging Students in Learning	Teachers design a lesson that is developmentally appropriate learning and plan student groupings and materials to maximize success for students. Teachers help students overcome obstacles and take pride in their work. The lesson is adapted as individual needs as the teacher strives to increase	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. Most students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.

	the engagement for each individual child.(Authentic-student led/owned, inquiry, real world, problem solving) Technology is used skillfully when appropriate to the lesson.			
	Enter Notes			
3d Using Assessment in Instruction	Assessment is seamlessly embedded in an appropriate manner that could include multiple modalities. Monitoring of progress is evident by the teacher, and high quality feedback is given to students through a variety of formats.	Assessment is regularly used in instruction, monitoring of progress of learning by the teacher and high-quality feedback is given to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is inconsistent, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.
	Enter Notes			
3e Demonstrating Flexibility and Responsiveness	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjust and differentiates instruction to address individual student misunderstandings. The teacher uses an extensive repertoire of instructional strategies and solicits additional resources from the school or community. The teacher persists in seeking effective approaches for students who need help.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction and accommodating student questions, needs, and interests.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher adheres to the instruction, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.
	Enter Notes			
	Rubric Score: 0/0			

9 Domain 4: Professional Responsibilities

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a Reflecting on Teaching	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher has generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.
	Enter Notes			
4b Maintains Accurate Records	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records. The teacher collects and uses multiple sources of data to design IEPs.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the administration are prone to errors.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.
	Enter Notes			
4c Communication with Families	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.
	Enter Notes			
4d Participating in a Professional Community	The teacher makes a substantial contribution to the professional community and to school and district events and projects, or assumes a leadership role among the faculty or actively seeks opportunities for development beyond those dictated.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.
	Enter Notes			
4e Growing and Developing Professionally	The teacher seeks out opportunities for professional development and makes a	The teacher seeks out opportunities for professional development to enhance content	The teacher participates to a limited extent in professional activities when they are	The teacher engages in no professional development activities to enhance knowledge

	systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.	knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.
	Enter Notes			
4f Showing Professionalism	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision-making. The teacher complies fully with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.
	Enter Notes			
	Rubric Score: 0/0			

Domain 1 Score	0
Domain 2 Score	0
Domain 3 Score	0
Domain 4 Score	0
Total Score	0
RAW Score (TOTAL Score ÷ 21)	0
SCALE Score: (RAW Score × 21.67)	0

Signature of Employee_____ Date _____**

Signature of Evaluator_____ Date _____

Signature of Principal (if different)_____ Date _____

****My signature does not imply agreement but does acknowledge that I have read and received this document.**

Part A Coach (207)

5 Domain 1: Planning and Preparation

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a: Demonstrating knowledge of current trends in specialty area and professional development	Instructional coach's knowledge of specialty area and trends in professional development is wide and deep; coach is regarded as an expert by colleagues.	Instructional coach demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional coach demonstrates basic familiarity with specialty area and trends in professional development.	Instructional coach demonstrates little or no familiarity with specialty area or trends in professional development.
	Enter Notes			
1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	Instructional coach is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.	Instructional coach demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional coach demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional coach demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.
	Enter Notes			
1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served	Instructional coach's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.	Instructional coach's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional coach's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional coach has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.
	Enter Notes			
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Instructional coach actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.	Instructional coach is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional coach demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional coach demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.
	Enter Notes			
1e: Planning the instructional support program, integrated with the overall school program	Instructional coach's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.	Instructional coach's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional coach's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional coach's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.
	Enter Notes			
1f: Developing a plan to evaluate the instructional support program	Instructional coach's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Instructional coach's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional coach has a rudimentary plan to evaluate the instructional support program.	Instructional coach has no plan to evaluate the program or resists suggestions that such an evaluation is important.
	Enter Notes			

Rubric Score: 0/0

5 Domain 2: The Environment

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

space for workshops or training	effective use of the physical environment, with teachers contributing to the physical arrangement.	use of the physical environment, resulting in engagement of all participants in the workshop activities.	not impede workshop activities.	use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.

Enter Notes

Rubric Score: 0/0

5 Domain 3: Delivery of Service

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3a: Collaborating with teachers in the design of instructional units and lessons	Instructional coach initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.	Instructional coach initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional coach collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional coach declines to collaborate with classroom teachers in the design of instructional lessons and units.
	Enter Notes			
3b: Engaging teachers in learning new instructional skills	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.	All teachers are engaged in acquiring new instructional skills.	Instructional coach's efforts to engage teachers in professional learning are partially successful, with some participating.	Teachers decline opportunities to engage in professional learning.
	Enter Notes			
3c: Sharing expertise with staff	The quality of the instructional coach's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional coach conducts extensive follow-up work with teachers.	The quality of the instructional coach's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional coach's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	Instructional coach's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.
	Enter Notes			
3d: Locating resources for teachers to support instructional improvement	Instructional coach is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.	Instructional coach locates resources for instructional improvement for teachers when asked to do so.	Instructional coach's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional coach fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.
	Enter Notes			
3e: Demonstrating flexibility and responsiveness	Instructional coach is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.	Instructional coach makes revisions to the support program when it is needed.	Instructional coach makes modest changes in the support program when confronted with evidence of the need for change.	Instructional coach adheres to his plan, in spite of evidence of its inadequacy.
	Enter Notes			

Rubric Score: 0/0

5 Domain 4: Professional Responsibilities

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a: Reflecting on practice	Instructional coach's reflection is highly accurate and perceptive, citing specific examples. Instructional coach draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.	Instructional coach's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional coach makes some specific suggestions as to how the support program might be improved.	Instructional coach's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional coach does not reflect on practice, or the reflections are inaccurate or self-serving.
	Enter Notes			
4b: Preparing and submitting budgets and reports	Instructional coach anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are always submitted on time.	Instructional coach's budgets are complete, anticipating all expenditures and following established procedures. Reports are submitted on time.	Instructional coach's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional coach does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.
	Enter Notes			
4c: Coordinating work with other instructional coaches	Instructional coach takes a leadership role in coordinating projects with other instructional coaches within and beyond the district.	Instructional coach initiates efforts to collaborate with other instructional coaches within the district.	Instructional coach responds positively to the efforts of other instructional coaches within the district to collaborate.	Instructional coach makes no effort to collaborate with other instructional coaches within the district.
	Enter Notes			
4d: Participating in a professional community	Instructional coach makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.	Instructional coach participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional coach's relationships with colleagues are cordial, and the coach participates in school and district events and projects when specifically requested.	Instructional coach's relationships with colleagues are negative or self-serving, and the coach avoids being involved in school and district events and projects.
	Enter Notes			
4e: Engaging in professional	Instructional coach actively	Instructional coach seeks out	Instructional coach's	Instructional coach does not

development	pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other coaches.	opportunities for professional development based on an individual assessment of need.	participation in professional development activities is limited to those that are convenient or are required.	participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.
	Enter Notes			
4f: Showing professionalism, including integrity and confidentiality	Instructional coach can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.	Instructional coach displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional coach is honest in interactions with colleagues and respects norms of confidentiality.	Instructional coach displays dishonesty in interactions with colleagues and violates norms of confidentiality.
	Enter Notes			
Rubric Score: 0/0				

Domain 1 Score 0

Domain 2 Score 0

Domain 3 Score 0

Domain 4 Score 0

TOTAL Score 0

RAW Score (TOTAL Score ÷ 22) 0

SCALE Score: (RAW Score × 21.67) 0

Signature of Employee_____ Date _____**

Signature of Evaluator_____ Date _____

Signature of Principal (if different)_____ Date _____

****My signature does not imply agreement but does acknowledge that I have read and received this document.**

Part A Media (205)

28 DOMAIN 1 FOR LIBRARY/MEDIA SPECIALISTS: PLANNING AND PREPARATION

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.
	Enter Notes			
1b: Demonstrating knowledge of the school's program and student information needs within that program	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.
	Enter Notes			
1c: Establishing goals for the library/media program appropriate to the setting and the students served	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.
	Enter Notes			
1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as - interlibrary loan	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.
	Enter Notes			
1e: Planning the library/ media program integrated with the overall school program	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall - structure.
	Enter Notes			
1f: Developing a plan to evaluate the library/media program	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.
	Enter Notes			

Rubric Score: 0/0

28 DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE ENVIRONMENT

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2a: Creating an environment of respect and rapport	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.
	Enter Notes			
2b: Establishing a culture for investigation and love of literature	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.
	Enter Notes			
2c: Establishing and maintaining library procedures	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are

	responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.	role.	assistants are partially successful.	confused as to their role.
	Enter Notes			
2d: Managing student behavior	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.
	Enter Notes			
2e: Organizing physical space to enable smooth flow	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear sign- age, and adequate space devoted to work areas and computer use.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.
	Enter Notes			
	Rubric Score: 0/0			

28 DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among - different areas.
	Enter Notes			
3b: Collaborating with teachers in the design of instructional units and lessons	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.
	Enter Notes			
3c: Engaging students in enjoying literature and in learning information skills	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.
	Enter Notes			
3d: Assisting students and teachers in the use of technology in the library/media center	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.
	Enter Notes			
3e: Demonstrating flexibility and responsiveness	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.	Library/media specialist initiates revisions to the library/media program when they are needed.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.
	Enter Notes			
	Rubric Score: 0/0			

28 DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a: Reflecting on practice	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self -serving.
	Enter Notes			
4b: Preparing and	Library/media specialist	Library/media specialist honors	Library/media specialist's efforts	Library/media specialist ignores

submitting reports and budgets	anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are always submitted on time.	teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.
	Enter Notes			
4c: Communicating with the larger community	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.
	Enter Notes			
4d: Participating in a professional community	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist's relationships with colleagues are negative or self- serving, and the specialist avoids being involved in school and district events and projects.
	Enter Notes			
4e: Engaging in professional development	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.
	Enter Notes			
4f: Showing professionalism	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.
	Enter Notes			
	Rubric Score: 0/0			

Domain 1 Score 0

Domain 2 Score 0

Domain 3 Score 0

Domain 4 Score 0

TOTAL Score 0

RAW Score (TOTAL Score ÷ 22) 0

SCALE Score: (RAW Score × 21.67) 0

Signature of Employee_____ Date _____**

Signature of Evaluator_____ Date _____**

Signature of Principal (if different)_____ Date _____**

****My signature does not imply agreement but does acknowledge that I have read and received this document.**

Part A Non-Classroom (204)

30 Domain 1: Planning and Preparation

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a: Demonstrating knowledge of current trends in specialty area	The teacher's knowledge of specialty area is wide and deep; teacher is regarded as an expert by colleagues.	The teacher demonstrates thorough knowledge of specialty area.	The teacher demonstrates basic familiarity with specialty area.	The teacher demonstrates little or no familiarity with specialty area.
	Enter Notes			
1b: Demonstrating knowledge of school/district's programs	The teacher is deeply familiar with the school/district's programs and works to shape the future direction of such programs.	The teacher demonstrates thorough knowledge of the school/district's programs and participates in them.	The teacher demonstrates basic knowledge of the school/district's programs.	The teacher demonstrates little or no knowledge of the school/district's programs and does not seek such understanding.
	Enter Notes			
1c: Setting goals	Goals are highly appropriate for the assignment and have been developed in collaboration with administrators and/or colleagues.	Goals are clear and suitable for the needs of the assignment.	Goals are of moderate rigor and are partially suitable for the needs of the assignment	Goals are unsuitable for assignment and do not permit viable methods of assessment or goals are not clear/non-existent.
	Enter Notes			
1d: Demonstrating knowledge of resources	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance his/her own knowledge.	The teacher is fully aware of the resources available through the school or district to enhance his/her own knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance his/her own knowledge. The teacher does not seek to extend such knowledge.	The teacher demonstrates little or no familiarity with resources to enhance his/her own knowledge. The teacher does not seek such knowledge.
	Enter Notes			

Rubric Score: 0/0

30 DOMAIN 2 FOR NON-CLASSROOM INSTRUCTIONAL TEACHERS: THE ENVIRONMENT

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2a: Creating an environment of respect and rapport	Interactions with peers are highly respectful, reflecting genuine warmth and caring and sensitivity to cultural differences.	Interactions with peers are polite and respectful.	Interactions with peers, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural differences.	Interactions with peers are negative, inappropriate, or insensitive to cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.
	Enter Notes			
2c: Managing procedures in a professional setting	The teacher consistently applies effective procedures to ensure professional practice.	The teacher establishes effective procedures to ensure professional practice and applies them most of the time.	The teacher establishes procedures to ensure professional practice but applies them inconsistently.	The teacher has a limited number of/ no procedures to ensure effective professional practice.
	Enter Notes			
2e: Organizing physical Space	The teacher makes highly effective use of the physical environment.	The teacher makes effective use of physical resources.	The teacher's use of physical resources is moderately effective. The teacher may attempt to modify the physical arrangement to suit the assignment with partial success.	The teacher makes poor use of the physical environment.
	Enter Notes			

Rubric Score: 0/0

30 DOMAIN 3 FOR NON-CLASSROOM INSTRUCTIONAL TEACHERS: INSTRUCTION

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3c: Sharing expertise with staff	The employee consistently and in a timely manner shares expertise that is of exceptional quality with staff. The employee is sought after for his/her expertise..	Employee's services offered are of high quality and appropriate to the needs of those being served.	Employee inconsistently shares their expertise with staff, and information is often not delivered in a timely manner.	mployee does not share expertise with the staff, or does so in an ineffective manner.
	Enter Notes			
3d: Using technology	The teacher makes use of technology resources and uses innovative strategies to integrate technology use specific to assignment while promoting its uses to others.	The teacher uses technology effectively in the delivery of services.	The teacher inconsistently uses technology in the delivery of services and relies on others for technology needs.	The teacher rarely uses technology as required by job responsibilities.
	Enter Notes			
3e: Demonstrating flexibility and responsiveness	The teacher seizes opportunities to improve upon plans/programs, in response to the input of others. The teacher uses an extensive repertoire of strategies to affect change.	The teacher promotes the success of their programs, making adjustments as needed.	The teacher attempts to modify his/her plans/programs when needed, with moderate success. The teacher accepts responsibility for success but has only a limited repertoire of	The teacher adheres to his/her plans/programs, even when a change would improve it. The teacher brushes aside questions and often blames others.

			strategies to draw upon.	

Enter Notes

Rubric Score: 0/0

30 DOMAIN 4 FOR NON-CLASSROOM INSTRUCTIONAL TEACHERS: PROFESSIONAL RESPONSIBILITIES

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a: Reflecting on practice	The teacher's reflection is highly accurate and perceptive, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.	The teacher's reflection provides an accurate and objective description of practice, citing specific evidence. The teacher makes some specific suggestions as to improve.	The teacher's reflection on practice is partially accurate and objective but does not cite specific evidence. The teacher makes only general suggestions as to how to improve.	The teacher does not reflect on practice, or the reflections are inaccurate or self- serving.
	Enter Notes			
4b: Maintaining accurate records	The teacher's systems for maintaining records/budgets are accurate, efficient, and effective. The teacher anticipates and responds to the needs of others when preparing reports/budgets and always submits them on time.	The teacher's systems for maintaining records/budgets are accurate, efficient, and effective.	The teacher's systems for maintaining records/budgets are rudimentary and only partially effective.	The teacher's systems for maintaining records/budgets are either nonexistent or in disarray, resulting in errors and confusion.
	Enter Notes			
4c: Coordinating work with other staff	The teacher takes a leadership role in coordinating projects with others within and beyond the district.	The teacher initiates efforts to collaborate with others in the district.	The teacher responds positively to the efforts of others to collaborate.	The teacher makes no attempt to collaborate with other staff in the district.
	Enter Notes			
4d: Participating in a professional community	The teacher makes a substantial contribution to the professional community and to school /district events and projects, and assumes a leadership role among the faculty.	The teacher participates actively in the professional community and in school/ district events and projects, and maintains positive and productive relationships with colleagues.	The teacher becomes involved in the professional community and in school/ district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher avoids participating in a professional community or in school/ district events and projects; relationships with colleagues are negative or self-serving.
	Enter Notes			
4e: Growing and developing professionally	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.
	Enter Notes			
4f: Showing professionalism and confidentiality	The teacher displays the highest standards of ethical conduct and confidentiality and takes a leadership role in seeing that colleagues comply with school and district regulations.	The teacher displays a high level of ethics and professionalism in dealings with colleagues and complies fully and voluntarily with norms of confidentiality.	The teacher is well intentioned in interactions with colleagues and respects norms of confidentiality but interacts on a limited basis.	The teacher displays dishonesty in interactions with colleagues and violates norms of confidentiality.
	Enter Notes			

Rubric Score: 0/0

Domain 1 Score	0
Domain 2 Score	0
Domain 3 Score	0
Domain 4 Score	0
TOTAL Score	0
RAW Score (TOTAL Score ÷ 16)	0
SCALE Score: (RAW Score × 21.67)	0

Signature of Employee_____ Date _____**

Signature of Evaluator_____ Date _____

Signature of Principal (if different)_____ Date _____

****My signature does not imply agreement but does acknowledge that I have read and received this document.**

Part A Student Services (218)

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

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
A1: Collects and uses data to develop and implement interventions within a problem-solving framework	Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis, and intervention design at the systems level.	Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not collect or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
A2: Analyzes multiple sources of qualitative and quantitative data to inform decision making	Analyzes, integrates, and interprets data from multiple sources at the school or district level, and uses the data to inform systems-level decisions.	Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not analyze, integrate, and interpret data from multiple sources or use data to inform decisions OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
A3: Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement	Uses school or district data to monitor the effectiveness of MTSS supports and district intervention program outcomes.	Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not monitor student progress or evaluate the effectiveness of academic and behavioral instruction/ intervention OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
A4: Shares student performance data in a relevant and understandable way with students, parents, and administrators	Trains or mentors others to provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.	Provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not provide feedback on student performance and other assessment data; does not present data in a way that is understandable and relevant OR ineffectively demonstrates the practice/skill required.
	Enter Notes			

Rubric Score: 0/0

18 Domain B: Instruction/Intervention Planning and Design

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
B1: Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports	Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions.	Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not work with team to identify, problem solve, and plan academic and behavioral interventions OR ineffectively demonstrates the practice/skill required
	Enter Notes			
B2: Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates	Trains or mentors others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Instruction and interventions are not aligned OR are poorly aligned with school improvement priorities and other mandates.
	Enter Notes			
B3: Applies evidence-based research and best practices to improve instruction/interventions	Applies evidenced-based best practices when developing and planning instruction and interventions across all levels of MTSS (individual, targeted group, school, systems).	Applies evidence-based and best practices when developing and planning instruction and intervention.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Fails to apply OR poorly applies evidence-based and best practices when developing and planning instruction and intervention.
	Enter Notes			
B4: Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal	Collaborates to identify systems -level needs, resources, and infrastructure to access services and supports.	Develops a support plan that reflects the goals of student/client systems and supports the goal.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Support plans are ineffectively developed (i.e., plans do not reflect goals or systems coordination and support to obtain stated goal).
	Enter Notes			
B5: Engages parents and community partners in the planning and design of instruction/interventions	Develops systems-level strategies (e.g., validate participation, decision making, two-way communication) for engaging families and community when planning and designing instruction and interventions.	Engages families, community, and educational stakeholders when planning and designing instruction and interventions. Parent input is valued and incorporated into plans.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not engage OR ineffectively engages families and community when planning and designing instruction/ intervention.
	Enter Notes			

Rubric Score: 0/0

18 Domain C: Instruction/Intervention Delivery and Facilitation

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
C1: Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.	Facilitates the development of MTSS at the district level by planning and implementing interventions that address systemic issues/concerns.	Facilitates the development of MTSS at the school level by planning and implementing interventions whose intensity matches student, group, or school needs.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not contribute to the development and implementation of MTSS at the school level OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
C2: Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.	Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and socialemotional/ behavioral services.	Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social-emotional/ behavioral, and health services.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not consult/collaborate OR demonstrates practice/skill ineffectively when planning, implementing, or evaluating academic and social-emotional/behavioral services.
	Enter Notes			
C3: Implements evidence-based practices within a multi-tiered framework.	Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports.	Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not incorporate OR ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups
	Enter Notes			
C4: Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and families.	Identifies barriers to learning and connects students with resources that support positive student outcomes/ goals.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not identify barriers to learning or connect students with resources that support positive outcomes/ goals OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
C5: Promotes student outcomes related to career and college readiness.	Develops/plans district-level or school-level policies/interventions/ supports that address student postsecondary goal attainment.	Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities) and support attainment of postsecondary goals.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required.
	Enter Notes			
C6: Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors.	Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively.
	Enter Notes			

Rubric Score: 0/0

18 Domain D: Learning Environment

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
D1: Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	Interacts with school, district, parents, and community partners to sustain and promote effective systemwide programs/services that result in a healthy school climate.	Interacts with school personnel to promote and implement school-wide positive behavior supports.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not interact with school personnel to promote and implement school-wide positive behavior supports OR poorly demonstrates the practice/skill required.
	Enter Notes			
D2: Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	Examines need and feasibility for systemic intervention to support and increase student engagement district-wide.	Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not consult with school personnel to support and/or increase student engagement OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
D3: Promotes safe school environments.	Interacts with learning community to enhance, support, and/or create safe and violence-free school climates through training and advancement of initiatives that relate to healthy and violence-free schools.	Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence).	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Fails to demonstrate OR ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff.
	Enter Notes			
D4: Integrates relevant cultural issues and contexts that impact family–school partnerships.	Creates and promotes multicultural understanding and dialogue through training and information dissemination to examine the broader context of cultural issues that impact family –school partnerships.	Identifies relevant cultural issues and contexts that impact family–school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not OR ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices.
	Enter Notes			

D5: Provides a continuum of crisis intervention services.	Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination.	Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/ evaluating programs.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not OR ineffectively demonstrates skills related to collaboration for crisis intervention along the continuum of services.
	Enter Notes			
	Rubric Score: 0/0			

18 Domain E: Professional Learning, Responsibility, and Ethical

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
E-1. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.	Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/ professional goals.	Practice is emerging but requires supervision, support, and/ or training to be independently effective.	Does not develop a personal professional growth plan with goals related to performance evaluation outcomes OR shows ineffective effort in this practice / skill.
	Enter Notes			
E-2. Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).	Facilitates professional learning communities' review of practices and response to feedback from supervisor and / or coworkers.	Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and / or colleagues for skill enhancement.	Practice is emerging but requires supervision, support, and / or training to be independently effective.	Does not participate in professional development opportunities OR demonstrates poor acceptance and / or use of constructive feedback to enhance skills.
	Enter Notes			
E-3. Implements knowledge and skills learned in professional development activities.	Integrates acquired knowledge and training into practice for professional community.	Integrates and applies acquired knowledge and training into professional practice.	Practice is emerging but requires supervision, support, and / or training to be independently effective.	Demonstrates little or no interest in altering practices and delivery of services to accommodate new knowledge and skills.
	Enter Notes			
E-4. Demonstrates effective record keeping and communication skills.	Supports record / date management system impact on practice and facilitates active listening among professional learning community members.	Demonstrates reliable record-keeping skills; demonstrates coherent, professional written / oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener.	Practice is emerging but requires supervision, support, and / or training to be independently effective.	Does not OR ineffectively maintains reliable system of record keeping; fails to or poorly demonstrates active listening, written, and / or verbal communication skills.
	Enter Notes			
E-5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.	Demonstrates a clear understanding of professional practice standards and ethics. Operationalizes standards in day -to-day practice as a model for professional community members.	Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures in the professional arena.
	Enter Notes			
	Rubric Score: 0/0			

Domain A Score	0
Domain B Score	0
Domain C Score	0
Domain D Score	0
Domain E Score	0
TOTAL Score	0
RAW Score (TOTAL Score ÷ 25)	0
SCALE Score: (RAW Score × 21.67)	0

Signature of Employee_____ Date _____**

Signature of Evaluator_____ Date _____

Signature of Principal (if different)_____ Date _____

****My signature does not imply agreement but does acknowledge that I have read and received this document.**

Part A Therapeutic Specialists (208)

1925 Domain 1: Planning and Preparation

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.
	Enter Notes			
1b: Establishing goals for the therapy program appropriate to the setting and the students served	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.
	Enter Notes			
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines	Specialist's knowledge of special education laws and procedures is extensive. Specialist takes a leadership role in reviewing and revising district policies.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates little or no knowledge of special education laws and procedures.
	Enter Notes			
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates little or no knowledge of resources for students available through the school or district.
	Enter Notes			
1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.
	Enter Notes			
1f: Developing a plan to evaluate the therapy program	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.
	Enter Notes			

Rubric Score: 0/0

19 Domain 2: The Environment

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2a: Establishing rapport with students	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.
	Enter Notes			
2b: Organizing time effectively	Specialist demonstrates excellent timemanagement skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.
	Enter Notes			
2d: Establishing standards of conduct in the treatment center	Standards of conduct have been established for the testing and therapy area. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.	Standards of conduct have been established for the testing and therapy area. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct appear to have been established for the testing and therapy area. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.
	Enter Notes			
2e: Organizing physical space for testing of students	The testing and therapy area is highly organized and is inviting	The testing and therapy area is well organized; materials are	The testing and therapy area is somewhat organized and	The testing and therapy area is disorganized and poorly suited

and providing therapy	to students. Materials are convenient when needed.	available when needed.	somewhat well suited to working with students. Materials are difficult to find.	to working with students. Materials are usually unavailable

Enter Notes

Rubric Score: 0/0

19 Domain 3: Delivery of Service

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3a: Responding to referrals and evaluating student needs	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist fails to respond to referrals or makes hasty assessments of student needs.
	Enter Notes			
3b: Developing and implementing treatment plans to maximize students' success	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.
	Enter Notes			
3c: Communicating with families	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.
	Enter Notes			
3d: Collecting information; writing reports	Specialists is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.
	Enter Notes			
3e: Demonstrating flexibility and responsiveness	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input	Specialist independently makes revisions in the treatment program when they are needed.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.
	Enter Notes			

Rubric Score: 0/0

1925 Domain 4: Professional Responsibilities

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a: Reflecting on Practice	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist does not reflect on practice, or the reflections are inaccurate or self- serving.
	Enter Notes			
4b: Collaborating with teachers and administrators	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist is not available to staff for questions and planning and declines to provide background material when requested.
	Enter Notes			
4c: Maintaining an effective data-management system	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.
	Enter Notes			
4d: Participating in a professional community	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.
	Enter Notes			

4e: Engaging in professional development	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.
	Enter Notes			
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.\	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.
	Enter Notes			
	Rubric Score: 0/0			

Domain 1 Score 0

Domain 2 Score 0

Domain 3 Score 0

Domain 4 Score 0

TOTAL Score

RAW Score (TOTAL Score ÷ 21)

SCALE Score: (RAW Score × 21.67) 0

Signature of Employee_____ Date _____**

Signature of Evaluator_____ Date _____**

Signature of Principal (if different)_____ Date _____**

****My signature does not imply agreement but does acknowledge that I have read and received this document.**

Hernando County School District Instructional Personnel
INSTRUCTIONAL ANNUAL EVALUATION FORM for School Year 2017-2018
Summative Evaluation Form

Employee ID ____ Employee's Name _____ Work Site _____

TOTALS **Observed Practices (65%)** = _____ points awarded for Observed Practices

15-16= ___ **16-17= ___** **17-18=___** **3 Year Aggregate** **= _____ rubric value(s)**

Student Growth (35%) (corresponding to 3 YR Agg.) = _____ points awarded for Student Growth section

TOTAL SCORE (add points above): _____

0–24 = Unsatisfactory **25–55** = Needs Improvement/Developing **56–86** = Effective **87–100** = Highly Effective

Employee has performed at the following level during this school year: _____

The summative rating is based on aggregating data from Observed Instructional Practices, the teacher's Individual Professional Development Plan and Student Growth as measured by FLDOE's approved multi-measure of student outcome data, which may include the Value-Added Model (VAM) data.

The following ratings were used:
Highly Effective - level of performance that shows that the teacher has mastered all of the underlying concepts of the component, and the classroom functions as a community of learners with students assuming responsibility for their learning.
Effective – level of performance that shows that the teacher has thorough knowledge of the concepts underlying the component. Students are engaged in learning. This level of performance represents successful, professional and effective teaching.
Needs Improvement/Developing - level of performance that shows that the teacher understands the concepts underlying the component and attempts to implement the elements, however, the implementation is sporadic, intermittent, or otherwise not entirely successful. (Instructional personnel in the first three years of teaching who receive needs improvement are considered to be at the Developing level)
Unsatisfactory – level of performance that shows that the teacher does not understand the concepts underlying the component. This level represents teaching that requires intervention.

Signature of **Employee**** _____ Date _____

Signature of **Evaluator** _____ Date _____

Signature of **Principal** (if different from evaluator) _____ Date _____

****My signature does not imply agreement but does acknowledge that I have read and received this document. I understand that I may submit a written statement (rebuttal) to the Human Resources Department in response to this evaluation.**
Comments (optional) _____

_____

_____

If Employee is unable to sign, circle reason: Non-reappointment (NR) Retirement (RT) Resignation (RS) Other (OO) _____