

HERSCHER CUSD #2

Teacher Appraisal System

For the 2026-27 & 2027-28 School Years

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SECTION 1: APPRAISAL COMMITTEE PROCESS and MEMBERS

Roles and Responsibilities of the Teacher Appraisal Committee:

Members of the Teacher Appraisal Committee included both administrators and certified staff representing each school of Herscher CUSD #2. The committee developed the Appraisal Plan through committee meetings, professional development, and a meeting with a school district that implemented a similar evaluation instrument. It is the intent of the committee to develop a document that can be implemented with fidelity and transparency. The Board of Education approved the plan on May 14, 2012.

Members of the Appraisal Committee:

Julie Barwegen Michelle Chavers Richard Decman Jennifer Edmonds Patty High	Debbie Jensen Allyson Lewis Thomas Magers Brett Miller Ron Oloffson	Dennis Pankey Maggie Prendergast Kristin Rink Sally Sullivan
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Updates by the Joint Committee:

During the 2015-2016 school year, a Joint Committee was established to revise the *Herscher Teacher Appraisal System* to ensure compliance with the Performance Evaluation Reform Act of 2010 (PERA). These revisions will go into effect starting in the 2016-2017 school year.

Members of the Joint Committee:

Cara Anderson Julie Barwegen Jenna Brooks Michelle Chavers Dr. Richard Decman Brad Elliot Pete Falk	Jill Fulton Rob Grosso Joel Huizenga Jodi Martin George McKenna Brett Miller Annie Muchna	Shelly Parsons Eric Regez Jessie Rezba Julie Schultz Todd Schwarzkopf Mark Taylor Molly Wepprecht
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In 2023, the Evaluation Teacher Committee (ETC) updated the *Herscher Teacher Appraisal System* to incorporate the flexibility of Public Act 102-0252, which allows tenured teachers summatively rated as 'excellent' or 'proficient' to be evaluated at least once every three school years after receipt of the rating.

Members of the ETC:

Julie Barwegen Michelle Chavers Dr. Rich Decman Brad Elliot Pete Falk Jill Fulton	Rob Grosso Jeremy Heck Joel Huizenga Annie Maier Jodi Martin Brett Miller	Mike Morris Shelly Parsons Jessie Rezba Michelle Roberts Mark Taylor Molly Wepprecht
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In 2025, the Evaluation Teacher Committee (ETC) updated the *Herscher Teacher Appraisal System* to incorporate the flexibility of Public Act 104-0020, which allows for the removal of student growth as a factor in a summative rating. Additionally, the committee approved updating the 2013 version of Danielson Framework for Teaching with the 2022 version, which would take effect in the 2026-27 school year.

Members of the ETC:

Kyle Boudreau Michelle Chavers Dr. Rich Decman Brad Elliot Pete Falk Jill Fulton	Joel Huizenga Annie Maier Jodi Martin Brett Miller Mike Morris Jessie Rezba	Michelle Roberts Mark Taylor Molly Wepprecht Jill Whalen
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SECTION 2: INTRODUCTION AND OVERVIEW OF HERSCHER TEACHER APPRAISAL SYSTEM

Introduction

The *Herscher CUSD #2 Teacher Appraisal System* currently focuses on the evaluation of professional practice in order to determine a teacher's performance evaluation rating. Professional practice is determined by evidence collected on the four domains of teaching as set forth in the 2022 Framework for Teaching Evaluation Instrument by Charlotte Danielson (see description below).

Danielson Framework

The 2022 Framework for Teaching Evaluation Instrument by Charlotte Danielson shall be the basis of assessing the quality of a teacher's professional practice in the *Herscher CUSD #2 Teacher Appraisal System*. The framework for teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework is an invaluable tool to be used as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching.

The framework will serve as the foundation of Herscher's recruitment and hiring, mentoring, coaching, professional development, and teacher appraisal processes, thus linking all these activities together and helping teachers become more thoughtful practitioners.

The actions teachers can take to improve student learning are clearly identified and fall under four domains of teaching responsibility: Planning and Preparation, Learning Environments, Learning Experiences, and Principled Teaching.

SECTION 3: APPRAISAL PROCESS BELIEFS – COMMITMENTS AND COMMON THEMES

Belief	Aligned Commitments
Herscher CUSD #2 believes that the Teacher Appraisal process must support...	In order to embed this Teacher Appraisal process belief into professional practice, Herscher CUSD #2 commits to...
A Positive Professional Learning Environment where the teaching outcome is continuous improvement.	Developing a district and school culture that fosters trust among all staff members
A Collaborative Culture that values honest and respectful dialogue with the ultimate goal of improving learning for students and teachers.	Ongoing dialogue focused on improving instruction centered upon commonly defined and understood learning goals
Self-Reflection which contributes to the continuous growth and development of a teacher's ongoing practice.	Developing teacher self-reflection skills through collegial conversations and review of artifacts of student learning/teaching practices that will be used to guide future instruction Embed reflective practices into professional learning processes in the district
An Ongoing Process with clear language and consistent expectations for administrators and teachers.	Training for all administrators to obtain inter-rater reliability Training for teachers in order to understand the expectations of proficient teaching in correlation with their level of expertise Scheduled conferences and formal/informal observations at reasonable times and frequencies throughout the year Setting goals for future professional teaching growth through review of current progress Create a professional growth plan to achieve agreed upon goals
Identified Teaching Behaviors and Skills needed to deliver high quality instruction.	Facilitating opportunities for staff to become familiar with expected professional behaviors and skills focused upon in the <i>Framework for Teaching</i> Assessing teachers' use and success with research based strategies and processes
Structured, Predictable, Supportive Procedures to meet the specific needs of tenured and non-tenured teachers.	Creating and implementing appraisal procedures that differentiate between tenured and non-tenured teachers
Consistency of measurement through an objective assessment that is evidence based and is implemented reliably and validly in every setting (i.e., unbiased and dependable methods in every building). The appraisal tool should be part of a connected system from recruitment and hiring, to completion of probationary status and eventual continued success as a tenured teacher.	Developing a professional learning process for all stakeholders throughout the ongoing implementation of the <i>Framework for Teaching</i> priorities (i.e. focus upon the science and craft of education's professional practice; common appraisal priorities and language; consistent levels of performance expertise; and ongoing improvement based upon evidence collection and collaborative conversation) Providing appropriate training for all stakeholders

Common Appraisal Process Themes:

Equity:

Creating a positive and respectful environment where ALL students feel valued will encourage open participation. This includes creating enhanced opportunities for those who have been traditionally underserved to access stimulating academic achievement.

Cultural Competence:

Students' cultural background impacts their readiness to learn and their behavior in school. Awareness of and respect for these cultural differences is essential.

High Expectations:

High levels of expectations promote high levels of student achievement. Significant learning requires hard work and concentration. Believing that students are capable tends to become a self-fulfilling prophecy.

Developmental Appropriateness:

How students engage with academic content is shaped by their level of intellectual development. Developmental considerations by the teacher to scaffold individual students' learning process are central to providing appropriate instruction.

Attention to Individual Students Including Those with Special Needs:

Proficient teachers design learning experiences that challenge all students at their individual levels. Embedded in these experiences is sensitivity to the student with special needs; whether the special need be intellectual, physical or emotional.

Appropriate Use of Technology:

Technology is a tool to support and enhance learning. It does not replace learning or learning concepts, but is a vital component of our efforts to engage students and staff in the development of new skills.

Student Assumption of Responsibility:

Effective learning requires every individual to be highly engaged and invested in the endeavor (students and teacher). A high quality learning environment can shift from being completely managed by the teacher to one in which students assume some responsibility. Students are encouraged to suggest instructional outcomes and evaluative criteria.

SECTION 4: APPRAISAL SYSTEM DEFINITIONS

Assessment – means any instrument that measures a student's acquisition of specific knowledge and skills. Assessments used in the evaluation of teachers, principals and assistant principals shall be aligned to one or more instructional areas articulated in the Illinois Learning Standards.

Best Practices – Research-based methods that are effective in improving student achievement

Differentiated Process – An evaluation process that is responsive to different variations in job assignments, responsibilities and years of experience at Herscher CUSD #2

Documentation – Evidence/information that supports or explains a position

Effective Systems – Quality assurance and continuous learning that lead to improved achievement

Effective Teaching – Instructional practices that result in increased student growth, as defined in the practices outlined at the *proficient* and *excellent* levels of the *Framework for Teaching*

FfT – Danielson's *Framework for Teaching*

Individual Growth Plan (IGP) – A plan jointly developed by the evaluator, teacher, and/or mentor (mentor for non-tenured only), which results in the continuous improvement of student learning. The evaluator and mentor shall be available to provide assistance to the teacher in the development of a professional goal, but the responsibility for developing the steps necessary to achieve the goal shall rest with the teacher. In the unlikely event that the evaluator and the teacher do not reach mutual agreement, the evaluator shall be responsible for establishing the goals.

Observation (Formal) – Observing classroom instruction is one of the most powerful practices in which evaluators engage to improve teaching and learning. Formal observations provide valuable opportunities for the teacher and evaluator to discuss the planning process, collect evidence on the teacher's instruction and classroom environment, and dialogue with the teacher after the observation is complete.

Formal observations shall be at least 45 minutes at a time, or a complete lesson, or during an entire class period. Formal observations shall be preceded by a planning conversation and followed by a wrap-up conversation. All non-tenured teachers will be formally observed at least two times during the school year with additional observations at the discretion of the evaluator or a documented request by the non-tenured teacher.

Tenured certified staff with an overall rating of Proficient or Excellent will be formally observed within a three-year Individual Growth Plan cycle, with an additional formal observation at the discretion of the evaluator. One documented request by the tenured teacher will be granted.

Tenured certified staff with an overall rating of Needs Improvement will be formally observed at least two times within a one-year Professional Development Plan cycle, with additional formal observations at the discretion of the evaluator. Additional observations may be granted with a documented request by the tenured teacher pending agreement between the evaluator and teacher.

Observation (Informal) – Informal observations provide the opportunity to reflect on the entire professional performance of a teacher both inside and outside of the classroom. Informal observations may include professional behavior in a variety of settings and/or between a variety of individuals: students, colleagues, parents, administrators or other school staff, as well as involvement in extracurricular functions or community sponsored activities.

Observing classroom instruction and teacher professional interactions is one of the most powerful practices in which evaluators engage to improve teaching and learning. Informal observations provide valuable opportunities for more frequent interaction between the evaluator and the teacher. Evidence of teaching, aligned with the Framework for Teaching, will be collected by the evaluator and shared in writing with the teacher. The informal observation and follow-up conversations are important job-embedded opportunities for individual professional development because the data collected provides fertile ground for ongoing discussions about teaching and learning, in addition to overall professional performance.

Informal observations that are included in an evaluation are to be documented and shared with the teacher. Examples of documentation include a written memo, e-mail or other writing that memorializes the observation and is shared with the teacher.

Performance evaluation rating – means the final rating of a teacher's performance, using the rating levels of *excellent*, *proficient*, *needs improvement*, or *unsatisfactory* that includes consideration of both data and indicators of student growth, when applicable, and professional practice.

Performance Ratings (Domain) – Judgment of teacher job performance on each of the four domains based upon evidence collected during informal and formal observations. According to state requirements, teacher performance shall be rated as: *excellent*, *proficient*, *needs improvement* or *unsatisfactory*.

Performance Ratings (Summative) – Overall judgment of teacher job performance based on the ratings earned on each of the four domains. According to state requirements, teacher performance shall be rated as: *excellent*, *proficient*, *needs improvement* or *unsatisfactory*.

Professional Development Plan (PDP) – The Performance and Evaluation Reform Act includes the language regarding the creation of a Professional Development Plan for a teacher in contractual continued service (tenured) who is rated —needs improvement. This Professional Development Plan (PDP):

- is to be created within 30 days after the completion of an evaluation resulting in the needs improvement rating
- is to be developed by the evaluator in consultation with the teacher and take into account the tenured teacher's on-going professional responsibilities including his/her regular teaching assignments
- is to be directed to the areas that need improvement and include supports that the district will provide to address the performance areas identified as needing improvement
- does not have a required minimum or maximum length of time (the plan can last until the teacher is evaluated in the next school year)

SECTION 5: ROLES OF ADMINISTRATORS AND TEACHERS IN APPRAISAL PROCESS

Evaluator's Responsibilities

- Communication with teacher, including FfT-aligned feedback
- Meeting to discuss expectations based on the FfT, district and school goals
- Review school improvement plan
- Provide training in administering relevant standardized testing
- Conduct informal observations and provide written feedback
- Communicate with mentor to align support for teacher
- Conduct formal observation (minimum of 45 minutes in classroom, a complete lesson, or an entire class period) including pre and post conferences
- Continuously provide feedback to teacher regarding FfT
- Conduct summative conference and notify teacher of continued employment

Teacher's Responsibilities

- Understand and implement the FfT
- Meet with evaluator and mentor to ensure adherence to FfT
- Take personal responsibility for attaining proficient performance

Section 6: STANDARDS of TEACHING PERFORMANCE

Domain 1 Demonstrates effective planning and preparation for instruction through: 1a Applying Knowledge of Content and Pedagogy 1b Knowing and Valuing Students 1c Setting Instructional Outcomes 1d Using Resources Effectively 1e Planning Coherent Instruction 1f Designing and Analyzing Assessments	Domain 2 Creates an environment conducive for learning by: 2a Cultivating Respectful and Affirming Environments 2b Fostering a Culture for Learning 2c Maintaining Purposeful Environments 2d Supporting Positive Student Behavior 2e Organizing Spaces for Learning
Domain 4 Demonstrates professionalism by: 4a Engaging in Reflective Practice 4b Documenting Student Progress 4c Engaging Families and Communities 4d Contributing to School Community and Culture 4e Growing and Developing Professionally 4f Acting in Service of Students	Domain 3 Demonstrates effective learning experiences by: 3a Communicating About Purpose and Content 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment for Learning 3e Responding Flexibly to Student Needs

Under this evaluation plan, the professional teaching standards to which each teacher is expected to conform are set forth in Charlotte Danielson's *Framework for Teaching*. In addition to the teaching framework, frameworks are provided for:

Rtl Coordinator School Service Personnel Media Specialists Instructional Technologists

All of the Danielson Frameworks are organized around levels of performance that represent an educator's growth and development throughout his/her career. The Danielson model is focused on accountability for all aspects of the profession. Just as educators work to meet the needs of each student learner, this model addresses the needs of each individual certified staff member.

Framework for Teaching: Levels of Performance

These levels of performance are included in this plan to support teacher self-reflection, inform and structure professional conversations between teachers and evaluators, and suggest areas for further learning. These levels contribute to a teacher's summative rating system found in Section 7.

UNSATISFACTORY	Professional practice at the Unsatisfactory Level shows evidence of not understanding the concepts underlying the components of the <i>Framework for Teaching</i> or <i>Frameworks for Specialists</i> may represent practice that is harmful, and requires intervention.
NEEDS IMPROVEMENT (BASIC)	Professional practice at the Needs Improvement Level shows evidence of knowledge and skills required to practice, but performance is inconsistent, which may be due to lack of experience, expertise, and/or commitment. This level is generally considered minimally competent for teachers early in their careers and in need of specific support in tenured years.
PROFICIENT	Professional practice at the Proficient level shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional and effective practice. Certified staff at this level thoroughly know their content, they know their students and colleagues, they know the curriculum, and they have a broad repertoire of strategies and activities to use with students and share with peers.
EXCELLENT (DISTINGUISHED)	Professional practice at the Excellent level is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. Practice at this level is at the highest level of expertise and commitment to student learning and individual and collaborative professional learning.

SECTION 7: APPRAISAL RATING SYSTEM

Operating Principles

Domain Ratings in Herscher CUSD #2 Professional Appraisal System

- **Excellent** - *Excellent* ratings in at least half of the components of the domain, with the remaining components rated no lower than *Proficient*.
- **Proficient** – No more than two components rated *Needs Improvement*, with the remaining components rated at *Proficient* or higher.
- **Needs Improvement** – More than two components rated *Needs Improvement*, with the remaining components rated as *Proficient* or higher.
- **Unsatisfactory** - Any component rated as *Unsatisfactory*.

Overall Ratings in Herscher CUSD #2 Professional Appraisal System

- **Excellent** - *Excellent* rating in at least two or more of the domains, with the remaining domains rated as *Proficient*.
- **Proficient** – No more than one domain rated *Needs Improvement*, with the remaining domains rated at *Proficient* or higher.
- **Needs Improvement** – More than one domain rated *Needs Improvement*, with the remaining domains rated as *Proficient* or higher. Or a total of any nine components rated *Needs Improvement*.
- **Unsatisfactory** - Any domain rated *Unsatisfactory*.

Non-Tenured Teacher Contract Renewal - Each non-tenured teacher will receive a final summative rating and a recommendation for renewal or non-renewal of his/her contract. It is understood that non-tenured teachers in years 1 and 2 may receive a final summative rating of *Needs Improvement* as they are emerging towards proficiency. Non-tenured teachers in years 3 and 4 are expected to maintain a final summative rating of *Proficient* or higher.

Tenured Teachers are expected to maintain an overall Summative Rating of *Proficient* or higher. If a Tenured Teacher receives an overall Summative Rating of *Needs Improvement*, a Professional Development Plan will be developed as defined in Appendix B. See, Appendix B, Form 2 for details.

If a Tenured Teacher exhibits evidence of *Unsatisfactory* practice, an overall Summative Evaluation may be conducted at any time during the contractual school year. An overall Summative Rating of *Unsatisfactory* will result in the development of a Remediation Plan in accordance with the law. See, Appendix B, Form 2 for details.

An example of how to arrive at domain and summative ratings can be found on the following page.

Examples of How to Arrive at a Domain and Final Professional Practice Rating

Domain Ratings in Herscher CUSD #2 Professional Appraisal System

- **Excellent** - *Excellent* ratings in at least half of the components of the domain, with the remaining components rated no lower than *Proficient*.
- **Proficient** – No more than two components rated *Needs Improvement*, with the remaining components rated at *Proficient* or higher.
- **Needs Improvement** – More than two components rated *Needs Improvement*, with the remaining components rated as *Proficient* or higher. Or a total of any nine components rated *Needs Improvement*.
- **Unsatisfactory** - Any component rated as *Unsatisfactory*.

Domain 2 for Teachers - Learning Environments				
Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Basic)	Proficient (Proficient)	Excellent (Distinguished)
2a			X	
2b		X		
2c		X		
2d		X		
2e				X
Final Domain Rating		X		

Overall Ratings in Herscher CUSD #2 Professional Appraisal System

- **Excellent** - *Excellent* rating in at least two or more of the domains, with the remaining domains rated as *Proficient*.
- **Proficient** – No more than one domain rated *Needs Improvement*, with the remaining domains rated at *Proficient* or higher.
- **Needs Improvement** – More than one domain rated *Needs Improvement*, with the remaining domains rated as *Proficient* or higher.
- **Unsatisfactory** - Any domain rated *Unsatisfactory*.

Final Professional Practice Rating				
Domain	Unsatisfactory (Unsatisfactory)	Needs Improvement (Basic)	Proficient (Proficient)	Excellent (Distinguished)
Domain 1			X	
Domain 2			X	
Domain 3			X	
Domain 4				X
Overall Rating			X	

SECTION 8: OVERVIEW OF THE TEACHER APPRAISAL PROCESS

EVALUATION CYCLE: <i>The specific requirements for Tenured and Non-Tenured are provided below:</i>	
Tenured: Receive a summative rating at least once every three years ; however, a tenured teacher who has obtained a “Needs Improvement” or “Unsatisfactory” rating on the previous year’s evaluation shall be evaluated and receive a summative rating in the next school year after receiving that rating.	Non-Tenured Receive a summative rating at least once every year

	TENURED		
Who	PROFICIENT/EXCELLENT RATING	NEEDS IMPROVEMENT RATING	UNSATISFACTORY RATING
What	Clearly defined expectations as outlined in the teacher appraisal system and Danielson's <i>Framework for Teaching</i> Ongoing conversations based upon evidence gathered by both Teacher and Evaluator (e.g., logs, teacher reflection, lesson planning, student work, formal and informal observations) A minimum of seven (7) observations shall be required each evaluation cycle, of which one (1) must be a formal observation (formal observations include both a pre-and-post observation conference) A minimum of two (2) informal observations per year of at least 5 minutes each prior to the summative evaluation conference Identification of strengths and weaknesses based upon formative feedback, planning and reflecting conversations, as well as attendance and subject competency when determining a Summative Evaluation Rating	Clearly defined expectations as outlined in the teacher appraisal system and Danielson's <i>Framework for Teaching</i> Ongoing conversations based upon evidence gathered by both Teacher and Evaluator (e.g., logs, teacher reflection, lesson planning, student work, formal and informal observations) A minimum of three (3) observations shall be required each evaluation cycle, of which two (2) must be a formal observation (formal observations include both a pre-and-post observation conference) Identification of strengths and weaknesses based upon formative feedback, planning and reflecting conversations, as well as attendance and subject competency when determining a Summative Evaluation Rating A Professional Development Plan (PDP) developed within thirty (30) school days after a Summative Rating of "Needs Improvement" The Needs Improvement cycle does not have a minimum or maximum timeframe A PDP is developed by the Evaluator in consultation with the Teacher and takes into account the Teacher's ongoing professional responsibilities including his/her regular assignments The PDP includes evidence of progress/achievement of goal as well as supports that the district will provide to address the performance areas needing improvement Any professional development provided as part of a professional development under Section 24A-5 of the School Code shall align to Standards for Professional Learning (2011) If the Teacher has corrected the performance areas and receives a rating of "Proficient" or "Excellent", he or she is returned to the regular evaluation cycle; however a rating of needs improvement or unsatisfactory will result in a Remediation Plan	Clearly defined expectations as outlined in the teacher appraisal system and Danielson's <i>Framework for Teaching</i> Ongoing conversations based upon evidence gathered by both Teacher and Evaluator (e.g., logs, teacher reflection, lesson planning, student work, formal and informal observations) A minimum of three (3) observations shall be required each evaluation cycle, of which two (2) must be a formal observation (formal observations include both a pre-and-post observation conference) Identification of strengths and weaknesses based upon formative feedback, planning and reflecting conversations, as well as attendance and subject competency when determining a Summative Evaluation Rating A Remediation Plan developed within thirty (30) days after a summative rating of "Unsatisfactory" to correct deficiencies cited, provided the deficiencies are deemed remediable A consulting teacher is selected by the evaluator who has 5 years of experience, familiarity with assignment, and an "Excellent" rating on last evaluation A remediation period of ninety (90) school days is provided unless a shorter period is provided by the local collective bargaining agreement with a midpoint and final evaluation during and at the end of the evaluation period Any professional development provided as part of a remediation plan under Section 24A-5 of the School Code shall align to Standards for Professional Learning (2011) If the Teacher has corrected the performance deficiencies and receives a rating of "Proficient" or "Excellent", he or she is returned to the regular appraisal cycle If, at the conclusion of the remediation period, the Teacher has not corrected the performance deficiencies, the Teacher is subject to dismissal
Summative Rating	Every three years	Annual	90 school days unless shortened by agreement

	Non-Tenured	
Who	Years 1 & 2	Year 3
What	Clearly defined expectations as outlined in the teacher appraisal system and Danielson's <i>Framework for Teaching</i> Ongoing conversations based upon evidence gathered by both Teacher and Evaluator (e.g., logs, teacher reflection, lesson planning, student work, formal and informal observations) A minimum of four (4) observations shall be required each school year, of which two (2) must be formal observations (formal observations include both a pre-and-post observation conference) and two (2) informal observations of at least 5 minutes each prior to the summative evaluation conference Identification of strengths and weaknesses based upon formative feedback, planning and reflecting conversations, as well as attendance and subject competency when determining a Summative Evaluation Rating Non-tenured Teachers in two (2) out of the last three (3) years of non-tenured status must have a summative rating of "Proficient" or "Excellent" Non-tenured Teachers that have summative ratings of "Excellent" during first two years are eligible for early tenure	Clearly defined expectations as outlined in the teacher appraisal system and Danielson's <i>Framework for Teaching</i> Ongoing conversations based upon evidence gathered by both Teacher and Evaluator (e.g., logs, teacher reflection, lesson planning, student work, formal and informal observations) Review student-driven progress monitoring data collection and reflection in collaboration with the administrator Evidence of growth in professional contributions at team, building and/or district level A minimum of three (3) observations shall be required each school year, of which two (2) must be formal observations (formal observations include both a pre-and-post observation conference) Identification of strengths and weaknesses based upon formative feedback, planning and reflecting conversations, as well as attendance and subject competency when determining a Summative Evaluation Rating Non-tenured Teachers in the third (3) year of non-tenured status must have a summative rating of "Proficient" or "Excellent"
Summative Rating	Annual	Annual

FORMAL & INFORMAL OBSERVATIONS

PRE-OBSERVATION CONFERENCE

Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher.

- Formal Observation: Teacher submits in advance of conference a written lesson or unit plan and/or other evidence of planning for instruction to be observed. The evaluator will discuss and make recommendations for areas of focus during the observation.
- Informal: No Pre-Conference requirements are defined.

OBSERVATION OF PROFESSIONAL PRACTICE

Evidence of professional practice is collected through the use of multiple observations that include formal and informal observations and focus upon acquiring evidence of the teacher's planning, instructional delivery, and classroom management skills.

- Formal Observation: Minimum of 45 minutes at a time, or a complete lesson, or during an entire class period
- Informal Observation: Minimum of 2 per year of at least 5 minutes each prior to the summative evaluation conference.

DOCUMENTATION OF PROFESSIONAL PRACTICE

Following a formal observation, the evaluator provides feedback to the teacher.

- Formal Observation: The evaluator provides feedback following a formal evaluation to the teacher in writing (electronic or paper).
- Informal Observation: The evaluator provides feedback to the teacher either orally or in writing (electronic or paper). Evidence gathered during the informal observations may be considered in determining the performance evaluation rating, provided it is documented in writing.

POST-OBSERVATION CONFERENCE

Following a formal observation, the evaluator shall meet with the teacher to discuss the evidence collected about the teacher's professional practice.

- Formal Observation: Evaluator shall meet with the Teacher to discuss evidence collected and provide feedback. The teacher may provide additional information or explanation about the lesson presented.
- Informal Observation: Evaluator must provide the Teacher an opportunity to have an in person discussion following observation.

Notice of Appeal for Unsatisfactory Summative Evaluation

Language to Satisfy Public Act 101-0591:

1. Notice of Appeal

A teacher rated “Unsatisfactory” on a summative evaluation may appeal the rating by submitting a timely written notice of appeal to the Superintendent. The teacher’s written notice of appeal must be submitted within five (5) teacher work days after receipt of the “Unsatisfactory” rating. Upon receipt of a timely appeal, the Superintendent or designee will inform the evaluator who issued the “Unsatisfactory” rating and convene the panel of qualified evaluators. Untimely appeals will not be advanced to the panel of qualified evaluators.

Engaging the appeals process shall not prevent the school district from developing or implementing a remediation plan for the teacher that was issued an “Unsatisfactory” rating. Filing an appeal does not excuse the teacher’s participation in development or implementation in the remediation plan.

2. Content of the Notice of Appeal

The teacher must specify in the notice of appeals the reasons the “Unsatisfactory” rating is erroneous and identify any facts or evidence to support the basis for appeal. Appeals may be based on student growth ratings in whole or in part only if the teacher identified in the notice of the appeal an error in the computation of the student growth rating.

The evaluator who issued the “Unsatisfactory” rating may submit a written response to the teacher’s response.

3. The Written Record of the Rating

Upon receipt of a timely appeal, the Superintendent or designee will prepare the written record of the rating and submit it to the panel of qualified evaluators. The written record of the rating shall be limited to the following records:

- A. The school district’s complete evaluation plan
- B. Documents and materials submitted by the teacher to the evaluator during pre- and post-conferences and observations;
- C. The evaluator’s observations, comments, and feedback;
- D. The teacher’s written notice of appeal specifying any and all bases for the appeal; and
- E. Any written response to the appeal from the evaluator

4. Criteria for Successful Appeals

A. The panel's assessment should focus on answering two questions:

1. Were there errors in the summative rating?
2. Did the errors prevent the teacher from receiving a higher rating?

B. Standard of Review

1. The panel will revoke the unsatisfactory rating only if an opposite conclusion is "clearly evident from the record."

5. Panel Decision on Appeal

Upon receipt of the teacher's written record of the rating, the panel of qualified evaluators will conduct an expedited review of the basis for the appeal. The panel shall notify the parties in writing of its decision to uphold or revoke the "Unsatisfactory" rating within ten (10) teacher work days after receipt of the written record of the rating. The panel will revoke an "Unsatisfactory" rating only if both members vote to revoke. The decision of the panel is final and not subject to further review.

A. Issuance of Rating to Replace an "Unsatisfactory" Rating

1. For a miscalculation of the scores, the replacement rating should be the rating resting from recalculation.
2. For other appeals, the panel of qualified evaluators will determine the replacement rating to be issued by the District in each individual case.

6. Composition of the Panel of Qualified Evaluators

A. The panel of qualified evaluators will be limited to two (2) administrators employed by the school district.

B. The Superintendent will select the two qualified administrators to serve on the panel in each individual case. The administrator who issued the "Unsatisfactory" rating in each case will not serve on the panel.

SECTION 9: ARTIFICIAL INTELLIGENCE IN TEACHER EVALUATIONS

ARTIFICIAL INTELLIGENCE IN TEACHER EVALUATIONS

(Pursuant to Public Act 104-0565 / 105 ILCS 5/24A-5 and District AI Principles)

Pursuant to Public Act 104-0565 (105 ILCS 5/24A-5), effective January 1, 2027, this Teacher Appraisal System establishes local standards, guardrails, and disclosure requirements for Artificial Intelligence (AI) usage within Herscher CUSD #2. Anchored in the district's core commitments to human-centered decision-making, data privacy, and learning science, AI tools may solely be used for administrative support. A "Human in the Loop" model must guide all evaluation processes, ensuring that authentic evidence, ethical reflection, and human professional judgment form the sole basis of performance evaluations.

Statutory Requirements

- AI may solely support administrative tasks (e.g., formatting, transcribing, scheduling) subject to human verification. Evaluators are strictly prohibited from using AI to assign scores, issue performance ratings, or replace professional evaluative judgment.
- Teachers are prohibited from submitting unedited and unreviewed AI-generated content or lesson plans as primary evidence of professional practice. Instructional AI use must align with research-based practices that prioritize active learning, critical thinking, and human relationships.
- Any AI tool utilized by an evaluator or teacher within the evaluation cycle must be explicitly disclosed, including the tool's name and specific purpose, to maintain trust and accountability.

Practical Guidance

	Acceptable Practices	Prohibited Practices
Evaluators	Using AI tools to spellcheck, clean up, or organize raw observation notes into structured bulleted lists. Employing AI assistants to schedule observation conferences, manage evaluation timelines, or generate meeting templates. Utilizing AI search features to aggregate research-based professional development resources and training modules for teacher growth plans.	Inputting observation notes, lesson plans, or artifacts into AI to generate scores or qualitative ratings ("excellent", "proficient", "needs improvement", "unsatisfactory"). Feeding raw observation transcripts into AI prompts to evaluate questioning techniques, gauge student engagement, or judge instructional rigor. Using AI to generate final evaluation summaries, author official remediation plan objectives, or write evaluator feedback.
Teachers	Using AI to draft vocabulary glossaries, sentence frames for discussion, graphic organizers, or accessibility supports for multilingual and neurodiverse learners. Generating initial activity ideas or supplementary examples that are subsequently reviewed, edited, and aligned with district curriculum by the teacher. Utilizing AI to draft routine family communications, reformat unit calendars, or compile professional development logs prior to human review and editing.	Submitting unedited and unreviewed, AI-generated lesson plans, unit designs, or assessment rubrics as proof of personal pedagogical knowledge or instructional design. Submitting AI-generated summaries of classroom interactions, unverified student work analyses, or automated engagement logs as proof of teaching effectiveness. Submitting AI-written reflections or automated professional development goals.

Teacher Appraisal System HERSCHER CUSD #2

Appendix A: Standards of Professional Practice

FORM 1: Framework for Teaching Evaluation Instrument, 2022 Edition

Domain 1: Planning and Preparation

Component 1a:	Applying Knowledge of Content and Pedagogy
	As they prepare for and guide student learning, accomplished teachers demonstrate disciplinary expertise—command of the content and curriculum they teach. They understand the internal relationships within disciplines, knowing which concepts and skills are central, peripheral, and prerequisite to the understanding of others. Their knowledge includes awareness of typical student misconceptions and how to leverage or dispel them. Teachers must also be familiar with the particular pedagogical approaches best suited to each discipline and choose which is the most suitable in different learning contexts to advance student understanding. Strong instructional materials and curricular resources can be a significant support to teachers in this area. When the curriculum is designed by experts and those selecting it have assured that the content is accurate and reflects high standards of pedagogy, the curriculum itself can provide an opportunity for teachers to continue developing their knowledge of content and pedagogy. The term “content” includes, of course, far more than factual information or skills, and mastery of particular content, while a central goal for students, is not the only goal. When teachers apply their knowledge of interdisciplinary relationships, they support students’ transfer of knowledge and skills in a wide variety of contexts and for a variety of purposes. By understanding how the content to be learned and methods of inquiry specific to that discipline may vary from different cultural points of view and can be informed by multiple ways of knowing, teachers further support student understanding and mindsets for learning. This type of understanding is key to making the content accessible to students and guiding their learning of specific concepts, but it goes beyond that. Teachers who deeply understand content and pedagogy know which approaches, concepts, and lines of inquiry are likely to interest students. Student interest then yields greater understanding and potentially inspires a sense of purpose that can help them succeed in the classroom and beyond. <u>Elements of Success</u> Disciplinary Expertise Teachers have deep knowledge of the disciplines they teach, including structures, central concepts and skills, prerequisite relationships, and methods of inquiry. Pedagogical Content Knowledge Teachers make content accessible to students by understanding and addressing preconceptions, presenting ideas in comprehensible and powerful ways, and thoughtfully implementing the most effective pedagogical approaches. Knowledge of Interdisciplinary Relationships and Skills Teachers make interdisciplinary connections to scaffold learning, support engagement, and build essential knowledge and skills that cross disciplines and support student learning in multiple contexts. <u>Considerations</u> • How do teachers’ plans and presentations of content reflect understanding of prerequisite relationships among topics and concepts within the discipline? • What are some ways teachers present content and utilize discipline-specific learning strategies to support deeper understanding? • In what ways do teachers help students make connections between disciplines or develop cross-disciplinary skills?

1a Applying Knowledge of Content and Pedagogy			
Unsatisfactory	Needs Improvement	Proficient	Excellent
The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teachers' understanding of content and pedagogy partially supports student learning of the content.	The teachers' understanding of content and pedagogy supports student learning of the content.	The teachers' understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.
Critical Attributes			
Disciplinary Expertise			
<i>Planning and preparation include content errors or demonstrate a lack of understanding of the content.</i>	<i>Planning and preparation indicate partial understanding of the central concepts of the discipline and their relationship to one another.</i>	<i>Planning and preparation reflect solid understanding of content and the structure of the discipline being taught.</i>	<i>Planning and preparation reflect extensive knowledge of important concepts and how they relate to one another, as well as recent developments in the discipline.</i>
Pedagogical Content Knowledge			
<i>Lesson and unit plans lack consideration for prerequisite knowledge and possible student misconceptions.</i>	<i>Lesson and unit plans include instructional strategies and representations of content that are partially suitable and show some consideration for prerequisite knowledge important to student learning of the content.</i>	<i>Lesson and unit plans include a variety of strategies and representations of content appropriate to the discipline, use a range of pedagogical approaches, and demonstrate understanding of prerequisite relationships among topics and concepts.</i>	<i>In lessons and units planned or adapted, instructional strategies and representations of content are chosen wisely and explicitly for their suitability to the content and their ability to foster high-levels of intellectual engagement, skill development, and critical thinking.</i>
Knowledge of Interdisciplinary Relationships and Skills			
<i>No interdisciplinary relationships are identified in plans or preparation.</i>	<i>Plans and preparation cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.</i>	<i>Plans and preparation demonstrate knowledge of interdisciplinary relationships and skills and their real-world application.</i>	<i>Lessons and units planned or adapted focus on connecting concepts to other disciplines, prioritizing skills that transfer across disciplines and emphasizing real-world applications of these concepts and skills.</i>

Component 1b:	Knowing and Valuing Students
	To maximize learning, teachers must be able to make the curriculum accessible to each and every learner. Successful teachers are consistently guided by who their students are and who they hope to become, which means they understand, honor, and leverage students' intersecting identities—including their racial, cultural, religious, and gender identities, among others. They support student success by affirming the dignity of students and their lived experiences. Teachers must also develop understanding of students' current knowledge and skills in order to plan successful learning experiences. However, teachers' knowledge of students must extend beyond understanding their familiarity with content or their academic skills to include their social, emotional, and personality strengths. While there are patterns in human development for different age groups, students learn in individual ways and bring varied experiences and identities to learning. Teachers must also rely on their knowledge of students when they apply their understanding of the learning process and learning differences when planning and preparing. Teachers need to spend significant time and effort throughout the year learning about their students, their lives outside of school, their wellbeing, and other assets and needs in relation to learning and development. Successful teachers value the fact that students come to school with a wealth of knowledge, experience, and skills. Students' experiences outside of formal education (with family and friends, through faith communities, in their jobs and activities) build knowledge, encourage curiosity, and communicate shared norms and values, including mindsets about learning. It is essential that teachers value and partner with students' families and communities. Doing so allows them to leverage the assets students bring from their out-of-school lives to the in-school learning experience in pursuit of academic and personal development that ultimately contribute to individual and societal flourishing. <u>Elements of Success</u> Respect for Students' Identities Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character. Understanding of Students' Current Knowledge and Skills Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind. Knowledge of Whole Child Development Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success and autonomy. Knowledge of the Learning Process and Learning Differences Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs. <u>Considerations</u> • In what ways are students' identities and cultures incorporated and reflected in learning experiences and environments? • How do teachers use their understanding of students' prior knowledge and experience to support individual learning? • How are students' academic, social, and emotional assets leveraged to promote student success? • In what ways are teachers' knowledge of the learning process and learning differences reflected in planning and preparation?

1b Knowing and Valuing Students

Unsatisfactory	Needs Improvement	Proficient	Excellent
The teacher lacks sufficient knowledge of students to support student learning or development.	The teacher's knowledge of students' identities, as well as their strengths and needs partially supports learning and development.	The teacher's knowledge of students supports learning and development, and enables the teacher to build upon student assets.	The teacher's knowledge of students is extensive and fosters student learning and development to support academic and personal success.
Critical Attributes			
Respect for Students' Identities			
<i>The teacher is not aware of or pays little attention to students' race, culture, or identity.</i>	<i>The teacher applies knowledge of students' race, culture, and identities to planning and preparation with limited success.</i>	<i>The teacher successfully incorporates knowledge of students' race, culture, and identities into planning and preparation.</i>	<i>The teacher recognizes and appreciates students' race, culture, and unique identities, designing culturally responsive and affirming learning experiences with them in mind.</i>
Understanding of Students' Current Knowledge and Skills			
<i>The teacher does not try to ascertain information about students' varied prior knowledge, skills, or mindsets.</i>	<i>The teacher's understanding of students' varied knowledge and skill levels, as well as mindsets related to learning, is applied with limited success.</i>	<i>The teacher's understanding of students' levels of knowledge and skill, as well as their mindsets about learning, is applied successfully in planning and preparation.</i>	<i>The teacher's deep understanding of each student's knowledge, skills, and mindsets ensures that students receive appropriate scaffolds when necessary, meet rigorous outcomes, and are challenged to do their best work.</i>
Knowledge of Whole Child Development			
<i>The teacher does not attend to or have understanding of students' cognitive, social, emotional, and character development.</i>	<i>The teacher's understanding of students' cognitive, social, emotional, and character development is addressed in planning and preparation with limited success.</i>	<i>The teacher's understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation.</i>	<i>The teacher deeply understands and integrates students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumption of responsibility.</i>
Knowledge of the Learning Process and Learning Differences			
<i>The teacher displays insufficient understanding of how students learn and develop in general or of individual differences for students in the class.</i>	<i>The teacher has limited understanding of the learning process and of individual learning differences.</i>	<i>The teacher's accurate understanding of how students learn and learn differently is evident in planning and preparation.</i>	<i>In lessons planned or adapted, the teacher uses extensive knowledge of the learning process and learning differences to design experiences that are engaging and successful.</i>

Component 1c:	Setting Instructional Outcomes
	Teaching is a purposeful activity; even the most imaginative activities are directed toward desired learning. Therefore, setting instructional outcomes entails understanding and specifying exactly what students will be expected to learn and how they will learn, not just what students will do while learning. The instructional outcomes should reflect important learning. The alignment of outcomes to grade-level standards is essential to support ambitious instruction and high expectations for each and every student. Students should understand what they are learning, as well as how they will learn and be able to demonstrate their understanding of the content and skills. While academic content and development is obviously a priority in school, outcomes should incorporate other aspects of student development, including their social and emotional development and habits and mindsets to support learning. Ideally teachers use high-quality instructional materials as a starting point for setting outcomes. Whether teachers begin with the objectives stated in the curriculum or develop their own based on the standards of the discipline, they must specify the appropriate learning for a given class on a given day and ensure learning experiences are goal-directed and designed to achieve certain well-defined purposes. It is through the articulation of instructional outcomes that the teacher clarifies these purposes; outcomes should be clear and describe what it is that students are intended to learn as a result of a learning experience. In classrooms organized as a community of learners, teachers also engage students in refining these outcomes, frequently in ways intended to extend their learning beyond the established curriculum. <u>Elements of Success</u> Value and Relevance Instructional outcomes represent ambitious learning of important content and meaningful opportunities to support student learning and development. Alignment to Grade-Level Standards Instructional outcomes reflect appropriate grade-level standards and communicate high expectations for each student. Clarity of Purpose Instructional outcomes clearly define what will be learned, why it is important, and how students will develop and demonstrate mastery of content and skills. Integration of Multiple Aspects of Student Development Instructional outcomes integrate academic and social-emotional development to complement and build on one another. <u>Considerations</u> • In what ways do instructional outcomes reflect the most relevant and valuable learning for students? • In what ways do instructional outcomes align with grade-level standards to ensure ambitious instruction for all students? • How are clear, specific instructional outcomes used to define the purpose of learning experiences? • What are some examples of teachers integrating academic and developmental goals to extend student learning?

1c Setting Instructional Outcomes

Unsatisfactory	Needs Improvement	Proficient	Excellent
Instructional outcomes are not identified, are not rigorous, or are inappropriate.	Instructional outcomes are moderately rigorous and are appropriate for most students in the class.	Instructional outcomes are rigorous and appropriate for students.	Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity, and intellectual risk-taking.
Critical Attributes			
Value and Relevance			
<i>Instructional outcomes are not relevant or meaningful or do not reflect important learning.</i>	<i>Instructional outcomes are somewhat relevant and partially reflect important learning and development.</i>	<i>Instructional outcomes are mostly relevant and reflect important learning and development.</i>	<i>Instructional outcomes consistently reflect important, meaningful, and relevant learning that requires critical thinking.</i>
Alignment to Grade-Level Standards			
<i>Instructional outcomes do not reflect grade-level standards.</i>	<i>Instructional outcomes partially reflect grade-level standards.</i>	<i>Instructional outcomes mostly reflect grade-level standards.</i>	<i>Instructional outcomes consistently reflect grade-level standards that challenge all students in the class and encourage intellectual risk taking.</i>
Clarity of Purpose			
<i>Instructional outcomes are unclear or are stated as activities.</i>	<i>Instructional outcomes are somewhat clear and partially describe what students will learn.</i>	<i>Instructional outcomes are mostly clear and specific, likely to ensure that students understand what they will learn and how.</i>	<i>Instructional outcomes are uniformly clear and specific and support students to extend their learning.</i>
Integration of Multiple Aspects of Student Development			
<i>Instructional outcomes do not reflect a range of purposes.</i>	<i>Instructional outcomes target different types of outcomes beyond academic knowledge and skills with partial success.</i>	<i>Instructional outcomes represent a range of high-priority, developmentally appropriate purposes, including academic, social-emotional, and character development goals.</i>	<i>Instructional outcomes integrate academic, social-emotional, and character development goals rather than treating them separately.</i>

Component 1d:	Using Resources Effectively
	Using resources to support students' learning and development is part of every teacher's responsibility; these resources include items and services available both through and beyond the school. High-quality instructional materials, including curricular resources adopted by schools and districts, serve as the primary foundation for academic support. These materials and teachers' understanding of them are key to ensuring successful learning. Adopted curricula often include or recommend resources beyond the texts provided, and teachers may even need to further supplement those resources to address the needs of learners. Supplemental resources may be simple or complex, and may include physical objects, such as math manipulatives or models or science laboratory equipment; and a variety of other texts, such as maps, primary source materials, or trade books. Technology and digital resources are an essential component of instruction and can provide additional opportunities for students to learn and grow. Online platforms cannot replace a skilled teacher and should not simply be a substitute for non-digital resources (e.g., a PDF version of a workbook), but a digitally-rich environment can provide students with opportunities to expand knowledge and practice the skills they are learning. Beyond foundational materials, accomplished teachers access supports for students to meet their social, emotional, and academic needs. Such resources might be opportunities outside of the school provided by other organizations and community members. These often include human resources in the form of experts who provide special services, such as an instructional aide to help a student with a hearing impairment or resource room assistance for elementary students with learning differences. Some outside resources help academic learning, such as tutoring services. Others meet nonacademic needs—mentoring programs, for example, for students who have experienced trauma. As teachers gain skill and experience, they realize that they can enrich their students' experiences by locating supplemental supports that can help them better achieve their instructional purposes. This dexterity, reinforced by an awareness of what is available, is a mark of an expert. <u>Elements of Success</u> Instructional Materials Teachers utilize high-quality instructional materials to ensure access to rigorous content and support specific student needs, furthering engagement and mastery. Technology and Digital Resources Technological and digital resources support personalized instruction, equitable learning, engagement, exploration, connection, and student development. Supports for Students Teachers seek and provide additional aligned resources and supports that make content and curriculum materials accessible to students and address their individual needs. <u>Considerations</u> • How do teachers effectively use instructional materials to meet the needs of individual students and enhance intellectual engagement? • In what ways do technology and digital resources enhance personalization, connection, exploration, and intellectual engagement? • What are some ways teachers provide resources and supports for students that increase accessibility and promote student agency?

1d Using Resources Effectively

Unsatisfactory	Needs Improvement	Proficient	Excellent
The teacher is not aware of, or does not appropriately or effectively use instructional materials and other resources to support student learning and development.	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available.	The teacher's knowledge of instructional materials and other resources leads to discerning choices to support learning and development.	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement.
Critical Attributes			
Instructional Materials			
<i>When instructional materials are provided, the teacher does not use or learn to effectively implement them.</i> <i>When instructional materials are not provided, the teacher uses inappropriate or ineffective materials of their own choosing that do not support rigorous instruction or engagement.</i>	<i>When instructional materials are provided, the teacher implements them with some success, develops some understanding of their features and design, and is sometimes able to recognize and adjust for gaps or deficiencies in the materials.</i> <i>When instructional materials are not provided, the teacher selects and uses materials that are partially aligned to standards to serve as the core of instruction and support student learning and development.</i>	<i>When instructional materials are provided, the teacher's understanding of the materials supports appropriate choices based on the specific needs of students that increase the effectiveness of the curriculum.</i> <i>When instructional materials are not provided, the teacher relies on a strong core set of instructional materials aligned to rigorous standards and makes choices based on the specific needs of students that increase the effectiveness of those materials.</i>	<i>When instructional materials are provided, the teacher uses them wisely, integrating other resources if appropriate, to support each student's mastery of outcomes, further learning and development, deep intellectual engagement, and autonomy.</i> <i>When instructional materials are not provided, the teacher identifies a strong core set of instructional materials and uses them wisely, integrating other resources if appropriate to support each student's mastery of outcomes, further learning and development, and deep intellectual engagement.</i>
Technology and Digital Resources			
<i>The teacher does not appropriately access digital resources to support student learning and development.</i>	<i>The teacher uses technology and accesses digital resources that partially support student learning but may be primarily a substitution for other resources.</i>	<i>Technology and other digital resources are used effectively to support equitable student learning and exploration, as well as connection and development.</i>	<i>Technology and other digital resources support intellectual engagement, personalized instructional pathways for student learning and development.</i>
Supports for Students			
<i>The teacher does not inquire about or seek out resources to support individual student needs.</i>	<i>The teacher seeks some additional resources and supports aligned to the individual needs of students.</i>	<i>The teacher provides resources and supports aligned to students' individual needs and learning differences, allowing each student to access the curriculum and meet the learning outcomes.</i>	<i>Resources and supports provided or suggested by the teacher promote student agency and increase efficacy in utilizing resources to support their own learning and development.</i>

Component 1e:	Planning Coherent Instruction
	The teacher’s knowledge of the content, students, and resources all come together to enhance student learning of instructional outcomes through the design and implementation of instructional plans. A critical feature of instructional design is coherence; that is, the different elements of the plan—the outcomes, activities, materials, methods, and grouping of students—all support one another. Even in classrooms where students assume considerable responsibility for their learning, the teacher establishes the framework for investigations through tasks and activities. The important question to be answered is this: “How will students learn?” There are many options, of course. They could work—either alone or together—to solve a problem, participate in a class discussion, or reflect in their journals on new information. The list is endless, and skilled teachers draw on high-quality materials and their own extensive repertoire when making these decisions. When teachers have access to well-designed instructional materials, much of the work of unit and lesson design has been done by the materials’ developers; indeed, this is one of the principal benefits of using such materials. However, it would be a mistake to conclude that in such cases teachers play no role at all in planning coherent instruction, which is, after all, more complex than simply implementing a plan. A curriculum serves as a starting point in preparing for coherent instruction but does not ensure student learning. Excellent teachers adapt curriculum to meet the needs of the students who are in front of them without compromising their high expectations. Opportunities for flexible learning and thoughtful collaboration are additional elements to consider in planning. The teacher, whether designing or adjusting the structure and flow of learning experiences, plays a critical role in arranging for learners to do the learning. <u>Elements of Success</u> Tasks and Activities Tasks and activities are specifically matched to learning outcomes, encourage higher-level thinking and student agency, and create authentic opportunities to engage with meaningful content. Flexible Learning Multiple strategies and approaches are tailored to individual student needs to create the appropriate level of challenge and support for each student. Student Collaboration Student groups are an essential component of learning and development, and are organized thoughtfully to maximize opportunities and build on students’ strengths. Structure and Flow Lesson and unit plans are well structured and flow from one to the next to support student learning and development. <u>Considerations</u> • In what ways do aligned tasks and activities provide opportunities for students to meaningfully engage with content? • What are some ways that individualized strategies and approaches are used to support student success? • How do teachers plan thoughtfully organized instructional groups that will build on students’ strengths, encourage dialogue, and foster collaboration? • How are lessons and learning experiences arranged and structured to build upon and enhance student learning and autonomy?

1e Planning Coherent Instruction

Unsatisfactory	Needs Improvement	Proficient	Excellent
The design of learning experiences does not support student engagement with important content.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning.
Critical Attributes			
Tasks and Activities			
<i>Tasks and activities are uninteresting to students, do not challenge them, and/or do not align to instructional outcomes.</i>	<i>Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge.</i>	<i>Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking.</i>	<i>Tasks and activities encourage student agency and create authentic opportunities to engage with meaningful content.</i>
Flexible Learning			
<i>There is only a single approach or activity planned for students to learn the content.</i>	<i>There are multiple ways for students to learn the content and a variety of strategies are used with some success during the lesson.</i>	<i>Multiple strategies and approaches are tailored to the needs of various students to accelerate and support their success.</i>	<i>Lessons provide opportunities for students to engage beyond the content of the lesson; and, when appropriate, the teacher works with students to co-design learning experiences.</i>
Student Collaboration			
<i>Student groupings are not used or do not support learning.</i>	<i>Students are in groups that are only partially appropriate to the learning activities or goals.</i>	<i>Instructional groups are organized thoughtfully to maximize learning and build on students' strengths.</i>	<i>Collaboration through teacher-designed and student-chosen instructional groups is an essential component of learning and development.</i>
Structure and Flow			
<i>Plans for learning are not well structured or sequenced.</i>	<i>Plans for learning are partially well-structured but may not be realistic about time expectations.</i>	<i>Plans for learning are well structured and have a flow that allows for student learning and reflection.</i>	<i>Plans for learning are well structured and have a flow that supports student autonomy in the learning process.</i>

Component 1f:	Designing and Analyzing Assessments
	Assessment plays a critical role in learning and serves as a powerful instructional tool for teachers. It has two related, though distinct, primary uses: assessment of learning and assessment for learning. In either case, there must be congruence with instructional outcomes as well as clear criteria for measuring success. The first purpose, assessment of learning (or summative assessment) is used to determine that students have, in fact, achieved the instructional outcomes. Teachers realize the full power of assessment when they include assessments for learning (or formative assessments) in their planning. Formative assessments are designed to provide information to both students and teachers on progress and to guide next steps. One hallmark of a great curriculum is that it includes multiple, varied approaches to formative assessment: standard “checks for understanding” that give quick snapshots of student progress, specific questions that require written responses, or questions to ask while conferencing with students. These assessments become opportunities for students to develop intellectual virtues such as autonomy, critical thinking, reflection, tenacity, and humility. Analysis and application of data from both types of assessment are key components of high-quality curricula and effective instruction. For assessment to yield useful information, teachers must give careful attention to student responses both during and after instruction. Gathering assessment information can sometimes be an informal process—done, for example, during a class discussion. When it is gathered more systematically, such as through an assignment or performance task, it is essential for teachers to examine and analyze the student work, to determine what has not yet been learned. In addition, this analysis provides important information to teachers regarding their instructional techniques. After examining student work, they may conclude, “That approach didn’t work!” This process of analysis and application of new understanding makes assessment a critical connection between planning and implementation. The instructional decisions described throughout Domain 1 are based in large part on the analysis of data derived from a variety of assessments. <u>Elements of Success</u> Congruence with Instructional Outcomes Aligned assessments provide accurate, clear evidence and allow for the analysis of student understanding and mastery of instructional outcomes. Criteria and Standards Criteria and standards for assessment are appropriate and aligned, clearly communicated, and whenever possible have been developed with student input. Planning Formative Assessments Teachers plan formative assessments to monitor student progress toward instructional outcomes, make needed adjustments, and support students to monitor their own learning. Analysis and Application Teachers consistently use assessment data to direct planning and preparation and to support individualized student instruction. <u>Considerations</u> • What are some ways that students are given opportunities to demonstrate their understanding of content? • How are clear assessment criteria and standards developed and understood by students? • How do teachers design formative assessments that allow for adjustments to instruction and support student agency? • How is assessment data analyzed and applied to inform instructional decision-making?

1f Designing and Analyzing Assessments

Unsatisfactory	Needs Improvement	Proficient	Excellent
There is no plan for assessment or the assessments will not provide evidence that students have learned the intended outcomes.	Assessments will partially help the teacher determine whether students have learned or are learning the intended outcomes.	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and feedback to students.	Students will have the opportunity to demonstrate mastery of content, set goals, and analyze their own progress through multiple, flexible assessments.
Critical Attributes			
Congruence with Instructional Outcomes			
<i>Assessments are not aligned to the instructional outcomes.</i>	<i>Assessments are partially aligned to instructional outcomes but may not assess them completely.</i>	<i>Assessments will fully and fairly provide evidence of student understanding of the content and mastery of outcomes, as well as reveal specific misunderstandings.</i>	<i>Students have varied and multiple opportunities to demonstrate mastery of outcomes; assessments allow for the analysis of student misunderstandings, revealing how and why the misunderstanding occurred.</i>
Criteria and Standards			
<i>Assessments lack criteria by which student performance can be accurately assessed.</i>	<i>Assessment criteria and standards have been developed, but they are unclear or too vague.</i>	<i>Assessment criteria and standards are established, clear, and fully understood by students.</i>	<i>Assessment criteria and standards are clear, and students have contributed to their development.</i>
Planning Formative Assessments			
<i>There are no formative assessments planned.</i>	<i>Some formative assessments are planned and will give a partially accurate picture of student learning throughout the lesson.</i>	<i>Formative assessments will give an accurate picture of student learning, and plans for lessons indicate possible adjustments based on formative assessment data.</i>	<i>Formative assessments will provide accurate and timely information to teachers and students, allowing students to adjust course with minimal teacher guidance.</i>
Analysis and Application			
<i>Assessment results are not relevant or used for future planning.</i>	<i>Assessment results are used in future planning for some students, groups of students, or the class as a whole.</i>	<i>Assessment results from prior lessons and units are a key tool used by the teacher in planning future instruction.</i>	<i>Assessment results consistently drive planning and preparation to inform instructional decision making and instructional pathways for students.</i>

Domain 2: Learning Environments

Component 2a:	Cultivating Respectful and Affirming Environments
	Co-creating an environment with students built on respect is a critical element of a teacher’s skill in promoting social and emotional wellbeing and students’ academic success. In any context, students need to experience safe, supportive, and challenging learning environments where each of them is valued, feels like a full member of the community, and is supported to take academic and intellectual risks. An environment of respect and rapport is essential for learning and development to occur. Positive relationships between teachers and students and among students provide a foundation for collaborative learning. The nature of learning in today’s classrooms is inherently social. When intentional relationships form the foundation of a respectful environment that honors the dignity of each student, students feel a sense of belonging in the classroom community. Teaching depends, fundamentally, on the quality of relationships among individuals, which are built through and reflected in classroom activities and practices. For instance, the way in which teachers engage students in a discussion or an activity speaks volumes about the extent to which they value their students as individuals. Classroom environments that support learning for each student are co-created with them and characterized by cultural responsiveness and responsibility; they reflect, honor, and sustain shared values and individual identities. Even in the most respectful classrooms, as in all human endeavors, conflict is likely to arise, and positive conflict resolution is a key aspect of maintaining an environment of respect and rapport, as well as repairing harm and restoring justice when necessary. Co-establishing these community agreements or classroom norms for interaction and conflict resolution is as important as establishing standards of conduct or routines for activities such as sharpening pencils—aspects of creating a learning community that experienced teachers focus much attention on at the outset of a school year. <u>Elements of Success</u> Positive Relationships Teacher-student and student-student interactions demonstrate caring and respect and honor the dignity of each member of the community. Sense of Belonging Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities. Cultural Responsiveness Ways of interacting in the classroom are culturally responsive, and they are supported by teachers’ own cultural competence and understanding of societal dynamics and their impact on learning environments. Positive Conflict Resolution A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust. <u>Considerations</u> • How have teachers intentionally nurtured relationships with and among students? • What evidence indicates that the students feel a sense of shared identity while also feeling celebrated as individuals? • In what ways do teachers demonstrate cultural competence in creating an inclusive learning environment? • What are some ways that teachers maintain a positive and respectful rapport while addressing and resolving student conflicts?

2a Cultivating Respectful and Affirming Environments

Unsatisfactory	Needs Improvement	Proficient	Excellent
Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
Critical Attributes			
Positive Relationships			
<i>Classroom interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental levels.</i>	<i>Classroom interactions, both between the teacher and students and among students, are inconsistently caring and respectful, but form a foundation for positive relationships to develop.</i>	<i>Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.</i>	<i>Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.</i>
Sense of Belonging			
<i>Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the classroom community.</i>	<i>Verbal and nonverbal communication indicates that many students feel part of a classroom community that welcomes and honors their individual identity.</i>	<i>Verbal and nonverbal participation indicates most students participate in a class community that reflects their collective identity while honoring individual variations.</i>	<i>Student participation indicates they are co-creating a community that reflects their unique collective identity and interests as a class while honoring individual identity.</i>
Cultural Responsiveness			
<i>Learning environments do not reflect the individual racial and cultural identities of students.</i>	<i>Learning environments reflect and honor some elements of students' individual and shared racial and cultural identities.</i>	<i>Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students' and teachers' unique identities.</i>	<i>Students have helped create a unique identity for their class that includes all, celebrates each individual's racial and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at play in the environment.</i>
Positive Conflict Resolution			
<i>Conflict and disrespectful interactions occur in the classroom and are neither addressed nor resolved.</i>	<i>Conflict and disrespectful interactions are addressed by the teacher, with uneven results.</i>	<i>A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.</i>	<i>Students in the class are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.</i>

Component 2b:	Fostering a Culture of Learning
	“A culture for learning” refers to an atmosphere in the learning environment that reflects the importance of the work undertaken by both students and teachers. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. Ideally, this culture supports meaningful engagement and dialogue, joyful inquiry, rigorous learning, and reflection. Purpose and motivation are evident and shared by teachers and students in a classroom with rigorous and joyful learning at its center. There is a clear sense of dedication to learning; both content mastery and personal growth are valued. As part of a culture for learning, emphasis is placed on dispositions (e.g., compassion, curiosity, critical thinking, reasoning, and reflection) that support student success and their social, emotional, and academic development. These dispositions are modeled, encouraged, and explicitly taught and reinforced. Learning in successful classrooms is not just dictated or directed by the teacher but is characterized by student agency and autonomy; students have choices and assume responsibility for their own learning. A strong culture for learning rests on high expectations accompanied by support. When a strong culture for learning has been established, other aspects of teaching become easier and more rewarding. Students view the classroom as a space for connecting and engaging; they assume responsibility for their learning, they persevere through challenges, and they have confidence in their abilities. Students come to recognize important academic learning, and the intellectual challenges that accompany it, as rewarding. When they master complex material, they enjoy the satisfaction that comes only from demonstrating competence in important and demanding work. Without the components of a culture for learning in place, high-level learning is unlikely to occur. <u>Elements of Success</u> Purpose and Motivation Teachers and students share an overarching dedication to both content mastery and personal growth. Dispositions for Learning Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth. Student Agency and Pride in Work Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful. Support and Perseverance Teachers and students encourage one another to persevere and use strategies to support each other through challenging work. <u>Considerations</u> • How do the teacher and students demonstrate their dedication to content mastery and personal growth? • What evidence indicates that teachers have explicitly modeled and taught the skills that allow students to successfully pursue learning? • In what ways do students demonstrate their agency in the classroom? • What are some ways that students and teachers support and demonstrate perseverance through difficult work?

2b Fostering a Culture of Learning

Unsatisfactory	Needs Improvement	Proficient	Excellent
The culture of the class is not conducive to learning and does not support development.	The culture of the class is somewhat conducive to learning and development.	The culture of the class is characterized by high expectations and supports students' learning and development.	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success.
Critical Attributes			
Purpose and Motivation			
<i>There is little or no sense of purpose for the work or the reasons for doing it are external demands.</i>	<i>The teacher communicates the importance of content, the ultimate purpose of learning, and the value of personal growth with some success.</i>	<i>The teacher and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish.</i>	<i>The teacher and students display dedication to learning the content and a sense of purpose for their learning; both content mastery and personal growth are valued by the teacher and students.</i>
Dispositions for Learning			
<i>Student curiosity is ignored or discouraged; students are not asked to think critically or to reason and reflect.</i>	<i>Student curiosity, critical thinking, reasoning, and reflection are occasionally encouraged.</i>	<i>Curiosity, critical thinking, reasoning, and reflection are encouraged and intentionally developed.</i>	<i>Student curiosity, critical thinking, reasoning, and reflection are clearly evident in the classroom and have a direct impact on instruction, student learning, and development.</i>
Student Agency and Pride in Work			
<i>Students have little or no agency in learning experiences or classroom life.</i>	<i>Students are given some opportunities to exercise agency, though they may not be taken up or may be infrequent.</i>	<i>Students have multiple opportunities to exercise agency, and autonomy is intentionally developed and celebrated.</i>	<i>Students clearly exercise autonomy in their learning and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.</i>
Support and Perseverance			
<i>The teacher conveys that the work is too challenging for all or some of the students or that they lack the perseverance to succeed; students are allowed or expected to quit.</i>	<i>Confidence, resilience, persistence, and teamwork are encouraged, promoting a conviction that with hard work and perseverance all students can master the content.</i>	<i>Confidence, resilience, persistence, and teamwork that support student perseverance are intentionally developed and celebrated.</i>	<i>Students encourage one another to persevere and use strategies to support each other through challenging work.</i>

Component 2c:	Maintaining Purposeful Environments
	Teaching is a complex activity, and learning spaces are complex ecosystems that can be supported through the design of routines and procedures to support a purposeful environment. Though effective routines and procedures can (and should) take on a variety of forms, establishing and maintaining them is essential to the success of a classroom community. Because teachers' goals for students include intellectual engagement, collaboration, and autonomy—and because there are often 30 students with them at a time—thoughtful routines and procedures can help all members of the classroom community act with purpose. Routines and procedures are not established for the sake of control; rather, they intentionally support other aspects of learning and development. For instance, routines for purposeful collaboration are modeled, taught, and reinforced so that students work cooperatively within the classroom community to support one another's success. Other routines support student autonomy and responsibility and the development of skills, habits, and mindsets that promote student success. Routines and procedures can also establish equitable access to resources and supports. Finally, though sometimes less obviously, non-instructional tasks must also be handled efficiently to focus time and energy on learning. As with other components of instruction, it is important to remember that routines and procedures are not established in a vacuum but must reflect the students and their needs. Teachers committed to valuing and affirming students are especially thoughtful about the routines and procedures and the ways in which they are chosen, established, and maintained. They look to their students, families, the school, and community to learn more about how shared norms and values can be reflected in the classroom's routines. Routines and procedures that are “effective” because they are efficient or suggest choice where none exists, may not always honor the dignity of students and, in the end, may not actually be effective at all. <u>Elements of Success</u> Productive Collaboration Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success. Student Autonomy and Responsibility Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy. Equitable Access to Resources and Supports Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students. Non-Instructional Tasks Teachers complete non-instructional tasks with little to no loss of instructional time or disruption to lesson delivery. <u>Considerations</u> ● In what ways do teachers thoughtfully and purposefully teach and utilize collaboration in the classroom? ● What evidence indicates that classroom procedures that support student responsibility and autonomy have been taught and are responsive to students' needs? ● How do teachers distribute resources and supports in a way that ensures equitable access for all students? ● How do teachers complete non-instructional tasks so that they do not take away from instructional time?

2c Maintaining Purposeful Environments

Unsatisfactory	Needs Improvement	Proficient	Excellent
Student learning and development are hindered by a lack of routines or inefficient classroom procedures.	Classroom routines and procedures, established or managed primarily by the teacher, support opportunities for student learning and development.	Shared routines and efficient procedures are largely student-directed and maximize opportunities for student learning and development.	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member
Critical Attributes			
Productive Collaboration			
<i>Students are not productively engaged during group work.</i>	<i>Students are somewhat engaged in group work.</i>	<i>Students are productively engaged during small group work, working purposefully and collaboratively with their peers.</i>	<i>Students play an active role in ensuring their time in groups is used purposefully and meets their individual and group needs.</i>
Student Autonomy and Responsibility			
<i>Routines do not support student autonomy or assumption of responsibility.</i>	<i>Routines and procedures partially support student autonomy and assumption of responsibility.</i>	<i>Routines and procedures allow students to operate autonomously and take responsibility for their learning.</i>	<i>Students take responsibility for routines and procedures and take initiative to suggest adjustments that would further support their learning and development.</i>
Equitable Access to Resources and Supports			
<i>Resources and supports are not deployed efficiently, effectively, or equitably.</i>	<i>Resources and supports are managed somewhat efficiently and effectively, though students may not have equitable access.</i>	<i>Resources and supports are deployed efficiently and effectively; all students are able to access what they need.</i>	<i>Resources and supports are deployed equitably; students take initiative in accessing resources and identifying additional supports they need.</i>
Non-Instructional Tasks			
<i>Non-instructional tasks are not completed or completed inefficiently, resulting in loss of instructional time or potential danger to students.</i>	<i>Non-instructional tasks are completed with some efficiency, but instructional time is lost.</i>	<i>Most non-instructional tasks are completed efficiently, with little loss of instructional time.</i>	<i>Non-instructional tasks are completed seamlessly with no loss of instructional time.</i>

Component 2d:	Supporting Positive Student Behavior
	In order for learning to occur and for students to feel safe and valued, teachers must attend to supporting a climate of respectful behavior in ways that affirm the dignity of each student. Learning is not supported in an environment characterized by disengagement, apathy, resistance, or bullying. At the same time, the aim of the effective teacher is not to control students or use authority or punitive approaches to eliminate “misbehavior,” but rather to support motivation, compassion, and other positive behaviors within the classroom. Purposeful classroom rules and norms - alongside engaging instruction - combine to support an optimal learning environment that allows students to grow and thrive. Classrooms, no matter what form they take, are crowded and busy places. Successful learning environments have established expectations to support the common good that are culturally responsive and reflect shared norms and values. Within these environments, it is the teacher’s responsibility to support students by modeling and teaching habits of character (such as compassion and respect) that lead to high-quality learning environments and ultimately help students to act ethically in a variety of settings. Excellent teachers do not simply dictate and then reinforce positive behavior; they work with students to promote them by encouraging self-monitoring, reflection, and collective responsibility. While ground rules for expected behavior are important, teachers who excel in “classroom management” focus on fostering positive behavior that ultimately results in purposeful self-management as students develop the dispositions and traits they need to make good choices and successfully navigate a variety of contexts. They help students develop and maintain shared norms and expectations, provide opportunities for students to reflect on their interactions with one another, and approach student behavior with community-mindedness—the idea that building a better classroom community is a shared endeavor. <u>Elements of Success</u> Expectations for the Learning Community Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group. Modeling and Teaching Habits of Character Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship. Self-Monitoring and Collective Responsibility Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another. <u>Considerations</u> ● In what ways do students demonstrate that clear expectations have been established with their active and continued input? ● What are some ways that teachers model and teach habits of character that develop positive behavior in students? ● What evidence indicates that students monitor and reflect on their behavior and the impact it has on their classmates and their learning?

2d Supporting Positive Student Behavior

Unsatisfactory	Needs Improvement	Proficient	Excellent
There is little evidence of explicit modeling, instruction, or guidance related to positive student behavior.	Positive behavior is modeled by the teacher and occasionally taught explicitly.	Students display positive behaviors, which are modeled by teachers and reinforced to promote reflection and recalibration rather than compliance.	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community.
Critical Attributes			
Expectations for the Learning Community			
<i>There are no clear expectations and/or negative behavior is not addressed.</i>	<i>There are expectations established to promote positive behavior but with uneven success.</i>	<i>Expectations have been successfully established and agreed upon.</i>	<i>Students play an active role in establishing and maintaining expectations, with regular opportunities for critical reflection both individually and as a group.</i>
Modeling and Teaching Habits of Character			
<i>There is no explicit modeling or teaching of habits of character.</i>	<i>Habits of character are modeled or taught but with uneven success.</i>	<i>Habits of character are modeled, explicitly taught, and reinforced to promote learning, ethical behavior, and citizenship.</i>	<i>Students take initiative in explicitly discussing and reinforcing habits of character that contribute to a safe and productive learning environment.</i>
Self-Monitoring and Collective Responsibility			
<i>Students take no responsibility for their own behavior and do not display awareness of their impact on others.</i>	<i>The teacher encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success.</i>	<i>Students successfully monitor their own behavior and attend to their impact on other students.</i>	<i>Students successfully monitor their own behavior and appropriately support one another in demonstrating positive behavior.</i>

Component 2e:	Organizing Spaces for Learning
	What constitutes a classroom space is evolving rapidly and may be different from school to school or teacher to teacher. Some teachers teach in a standard classroom, some travel from classroom to classroom, some teach primarily online, and others teach in a gym or on a stage. Regardless, teachers are responsible for working with their students to create a joyful environment that promotes learning. As part of the work of organizing the space, teachers must attend to safety and equitable accessibility for all students. Beyond this necessity, excellent teachers prioritize design for learning and development. In other words, their classes are not simply arranged for efficiency or based on personal preferences but are thoughtfully designed to support learning and the work that students do with one another. Though arrangement of objects and resources may vary greatly from space to space, the best spaces for learning reflect shared ownership - a space where all members of the community feel safe, belong, and can learn. When a classroom is a true community of learners, students themselves become involved in the creation of a beautiful and joyful environment and take initiative in ensuring it meets their needs. They may, for example, plan a display of work, move furniture to facilitate a group project, or shift supplies to improve traffic flow. They may lower the shades to block the sun from a classmate's eyes or shut the door to keep out hall noise. It is their space, and they make it work to promote learning. Naturally, such student involvement can only occur when the teacher cultivates and encourages student participation in establishing the environment as a shared space from the outset. <u>Elements of Success</u> Safety and Accessibility The learning space is safe and accessible to all students and is modified if necessary by students or teachers to accommodate individual student needs. Design for Learning and Development The learning space is thoughtfully designed and adjusted as necessary to support and facilitate learning activities. Co-Creation and Shared Ownership Students play a role in the design and adjustment of the learning space and demonstrate a sense of ownership through appropriate participation and interaction. <u>Considerations</u> • How do teachers and students modify the learning space as needed to make sure it is safe and accessible? • What evidence indicates that the learning space has been designed specifically to suit and support the content and the students? • In what ways is student input applied to create a sense of shared ownership over the learning space?

2e Organizing Spaces for Learning

Unsatisfactory	Needs Improvement	Proficient	Excellent
Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.	Learning spaces are safe and accessible; the arrangement and use of resources partially supports student learning and development.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.
Critical Attributes			
Safety and Accessibility			
<i>The space endangers student safety or is not accessible to all students.</i>	<i>The space is generally safe and accessible with some issues that need to be addressed.</i>	<i>The space is safe and accessible to all students.</i>	<i>Modifications are made to the environment as necessary by students and teachers to accommodate individual needs.</i>
Design for Learning and Development			
<i>The design of the space is an impediment to learning and development.</i>	<i>The design of the space is not an impediment to learning but does not enhance it.</i>	<i>The design of the space supports student learning and development and is appropriate for the goals and activities.</i>	<i>The design of the space optimizes learning and development and is appropriately adjusted to align to goals and activities.</i>
Co-Creation and Shared Ownership			
<i>Students do not help create or arrange the space for learning and demonstrate little pride or ownership in the space.</i>	<i>Students have some voice in creating the space and demonstrate some ownership of it.</i>	<i>Students have a voice in creating the space and demonstrate shared ownership of it.</i>	<i>Students take initiative in designing the space, demonstrate a sense of pride and ownership, and adjust the space as necessary to create a more beautiful and joyful environment.</i>

Domain 3: Learning Experiences

Component 3a:	Communicating About Purpose and Content Teachers communicate with students constantly and for a variety of purposes. While any communication with or between students has a direct connection to many of the components of learning environments, communication related to the purposes of learning, the expectations for activities, and the content itself are essential aspects of instruction that support (or hinder) students' intellectual engagement and academic success. Successful teachers consistently and effectively communicate that learning is a purposeful activity and make the goals and objectives of specific learning experiences clear to students. They emphasize the purpose of these goals, both in relation to the larger curriculum and students' own interests and purposes, and communicate the why behind the goals in a way that makes them meaningful and relevant. Effective teachers also explain how students will learn and what it will look like when they are successful. Specific learning activities require clear directions and expectations so that students can engage successfully. Constructivist teachers often facilitate experiences that guide students to develop insights and discover underlying principles or ideas on their own. In such cases, there may initially be more focus on explaining how students will engage rather than exactly what they will learn, but explaining the insights and learning that develop as a result of these experiences is critical work for students and teachers. When teachers present concepts and information, they do so accurately and clearly, using precise, academic language. They often do so imaginatively as well, embellishing their descriptions, using multiple means of representation to explain content, employing analogies or metaphors to support understanding, and linking the content to students' own lives and prior knowledge. They use vivid, rich, and appropriate academic language and support and encourage students to do the same. <u>Elements of Success</u> Purpose for Learning and Criteria for Success Teachers communicate the goals and objectives of learning activities and outline an instructional pathway for students to meet the established criteria for success. Specific Expectations Student actions during each step of learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout. Explanations of Content Content knowledge is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student understanding. Use of Academic Language Verbal and written content-related language used by teachers and students is academically rigorous, accurate, and subject and grade appropriate. <u>Considerations</u> • How do students connect to the purpose and value of learning to grow both academically and personally? • What are some ways that students show that they understand the expectations associated with learning activities and the process of learning? • How do students demonstrate that content has been explained in a way that enhances their understanding? • In what ways do teachers and students use rigorous and accurate academic language to build content knowledge?
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3a Communicating About Purpose and Content			
Unsatisfactory	Needs Improvement	Proficient	Excellent
Communication about purpose and content is unclear or confusing and hinders student learning.	Communication about purpose and content is mostly clear and accurate; it partially supports learning.	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language.	Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy.
Critical Attributes			
Purpose for Learning and Criteria for Success			
<i>The teacher does not convey to students what they will be learning.</i>	<i>The teacher partially explains the purpose of learning but with little elaboration or specificity.</i>	<i>The teacher clearly explains what students will be learning and why, how it is situated within broader purposes, how they will learn it, and what success will look like.</i>	<i>Students are able to explain the purpose and value of what they are learning and connect it to broader purposes, both within the curriculum and their own lives.</i>
Specific Expectations			
<i>The teacher's unclear or incomplete explanation of the learning activities hinders student engagement.</i>	<i>Expectations for the learning activities are somewhat clear to students.</i>	<i>The teacher clearly explains and models, if appropriate, the learning activities, consistently supporting and reinforcing student engagement.</i>	<i>The teacher and students anticipate and address possible challenges within the learning activities; students use or suggest other strategies, approaches, or processes for learning.</i>
Explanations of Content			
<i>The teacher makes significant content errors or fails to provide clear explanations, affecting student understanding of the content.</i>	<i>The teacher makes minor content errors or provides explanations of the content that are somewhat confusing and only invite minimal participation or engagement by students.</i>	<i>The teacher's explanations of content are accurate, appropriately scaffolded, and relevant to the experiences of students; content is explained in multiple, engaging ways to support conceptual understanding.</i>	<i>Students discuss and explain content clearly and precisely; their communication about content and its application demonstrate critical thinking, curiosity, and understanding of its purpose and relevance.</i>
Use of Academic Language			
<i>The teacher's communications include incorrect or imprecise use of academic language.</i>	<i>The teacher's use of academic language is generally correct but may need further explanation or be too simplistic to support student learning.</i>	<i>The teacher's content-specific language and vocabulary are accurate, academically rigorous, and well-suited to students and lessons, providing a model to support student development.</i>	<i>Rich and rigorous language and vocabulary are consistently and effectively used by the teacher and students.</i>

Component 3b:	Using Questioning and Discussion Techniques
	Questioning and discussion, when used effectively during learning experiences, engage students in the exploration of content and deepen student understanding. Before teachers have mastered the skill of questioning and discussion, the questions they ask are often quick, low-level questions with one right answer that only elicit responses from a few students or lead to discussions between the teacher and one student at a time. Skillful teachers frame questions that have multiple answers and invite students to formulate hypotheses, make connections, or challenge previously held views. They are especially adept at valuing students' responses, building on them, and making use of their ideas to help students arrive at new understandings of complex material. When a strong culture for learning and a respectful, safe environment are present, classroom discussions engage all students in important issues, provide opportunities for critical thinking, deepen and extend understanding, and promote the use of precise language. Discussions may be based on questions formulated by the teacher or the students. Through questioning and discussion during learning experiences, students are challenged to explain and justify their reasoning, citing specific text or other evidence, and are given opportunities to reflect on learning. Skills and dispositions related to critical thinking, logical reasoning, and reflection are critical to all disciplines and essential to student success in school and beyond. In the most successful discussions, all students are engaged. A few students do not dominate the conversation, nor is it a back-and-forth between a teacher and students. Rather, all students are drawn into the conversation because members of the classroom community seek the perspective of all students, and all voices are heard. While successful teachers are adept at asking questions that lead to fruitful and purposeful discussions, they have also established routines, created safe spaces with their students, and taught and modeled skills that allow them to gradually move from the center to the side so students can maintain the momentum. <u>Elements of Success</u> Critical Thinking and Deeper Learning Questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding of content, themselves, and the larger world. Reasoning and Reflection Questions and discussions challenge students to reason, reflect on learning, justify their thinking, and generate ideas for future inquiry. Student Participation Students demonstrate curiosity and engage one another through questions and dialogue, challenging each other's thinking with respect and humility. <u>Considerations</u> • How do students demonstrate that questioning and discussion is helping them to think critically and deepen their understanding? • How does questioning and discussion challenge students to justify their reasoning and reflect on their learning? • In what ways do students respectfully and productively engage each other in dialogue?

3b Using Questioning and Discussion Techniques

Unsatisfactory	Needs Improvement	Proficient	Excellent
Questioning and discussion are absent or do not support learning and development.	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development.	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection.	Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection.
Critical Attributes			
Critical Thinking and Deeper Learning			
<i>Questioning and discussion do not invite student thinking, are of low cognitive challenge, and often have a single correct response.</i>	<i>The teacher frames questions to promote critical thinking and deeper understanding but with uneven success.</i>	<i>Open-ended and higher-level questions and genuine discussions allow students to think critically and offer multiple perspectives, challenging them to deepen understanding.</i>	<i>Students initiate higher-order questions and extend discussions with confidence, applying and developing critical thinking, curiosity, and deeper understanding.</i>
Reasoning and Reflection			
<i>Questioning and discussion do not invite or require students to explain their thinking.</i>	<i>Questioning and discussion invite students to explain their thinking and reflect on their learning, but students are only somewhat successful at doing so.</i>	<i>Through questioning and discussion, students have the opportunity to reason, reflect on learning, and justify their thinking, and successfully do so.</i>	<i>Students use questions and discussions to challenge one another's thinking with respect and humility, successfully justify their reasoning, and collaboratively generate new ideas and lines of inquiry.</i>
Student Participation			
<i>Questions and discussions are between teacher and select students; students do not engage in dialogue with one another or ask each other questions.</i>	<i>The teacher calls on many students or invites them to respond directly to one another, but only some students answer or participate in the discussion.</i>	<i>The teacher successfully engages students in discussion; students actively participate and ask questions of one another.</i>	<i>Students formulate questions, initiate discussion, and assume responsibility for ensuring that all voices are heard.</i>

Component 3c:	Engaging Students in Learning
	Ultimately, teachers are responsible for the learning and development of students, which requires students' active, intellectual engagement in learning experiences. When teachers arrange for ambitious instruction with each of their students in mind and cultivate safe, supportive, and challenging learning environments, the conditions exist for this type of engagement to occur. As such, all other components of the Framework for Teaching contribute to this one, and many have referred to it as the “heart” of the Framework. This designation reinforces the fundamental principles and constructivist foundation of the Framework, especially the idea that it is the learner who does the learning. True engagement is present when students are intellectually active and emotionally invested in learning important and challenging content, not simply when they are “busy” or “on task.” The critical distinction between experiences in which students are compliant and those in which they are engaged is that in the latter, students are developing their understanding through rich learning experiences, collaboration and teamwork, and thinking and reflection. They are not simply completing an assignment or passively receiving content. When students engage at a deeper level, they are encouraged to be curious, supported to assume responsibility for their learning, and motivated to increase the challenge, complexity, and relevance of learning experiences themselves. Successful teachers provide multiple ways for students to engage with the content and represent their ideas. Even so, engaging learning experiences typically have a discernible, coherent structure that teachers have carefully prepared. Tasks and activities provide cognitive challenge and students are encouraged to reflect on what they have learned. That is, the experience has closure, in which teachers encourage students to derive the important learning from the tasks, discussion, or materials. The best evidence of engagement is not what teachers are saying or doing (or even what they have planned) but what students are saying and doing as a result. <u>Elements of Success</u> Rich Learning Experiences Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement. Collaboration and Teamwork Student collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful. Use of Instructional Materials and Resources Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content. Opportunities for Thinking and Reflection Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding. <u>Considerations</u> • How do students demonstrate agency in making learning tasks more engaging and meaningful? • What are some ways that teachers ensure that student collaboration is utilized to deepen understanding and further learning? • In what ways are instructional materials and resources used to support deep learning by all students? • What evidence indicates that the lesson is structured to allow students multiple meaningful opportunities to think and consolidate understanding?

3c Engaging Students in Learning

Unsatisfactory	Needs Improvement	Proficient	Excellent
Learning experiences do not require active intellectual engagement by students.	Learning experiences partially engage students intellectually; the activities require students to do some thinking.	Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.	Students take initiative to increase the challenge or complexity of learning experiences and make suggestions for modifications that increase meaning and relevance.
Critical Attributes			
Rich Learning Experiences			
<i>Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach.</i>	<i>Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches.</i>	<i>All students engage in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and students explain their thinking.</i>	<i>Through choices provided by the teacher or their own initiative, students modify learning tasks to make them more meaningful or challenging.</i>
Collaboration and Teamwork			
<i>Students do not collaborate, they do not engage with one another effectively, and/or the instructional groupings are inappropriate for the task.</i>	<i>Students collaborate during the lesson in ways that are mostly suitable to the activities and outcomes and partially support learning for each student; they work well together during group activities.</i>	<i>Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated.</i>	<i>Students take initiative to collaborate in new or unplanned ways that further their learning; they actively serve as resources for one another and focus on making their learning more engaging and meaningful.</i>
Use of Instructional Materials and Resources			
<i>Instructional materials and resources are not used correctly or effectively by the students, are not supportive of their learning, and/or are not equitably available.</i>	<i>Instructional materials and resources are used by the students with some success to support learning, and students have equitable access to them.</i>	<i>Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content; they are varied and used to support equitable access to the content.</i>	<i>Students take initiative in using instructional materials and resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging.</i>
Opportunities for Thinking and Reflection			
<i>The pace of the lesson is too slow or is rushed, or opportunities for thought and reflection are poorly implemented; students do not have time to reflect or consolidate understanding.</i>	<i>The pacing of the lesson provides opportunities for some thought and reflection, allowing students to engage and develop understanding.</i>	<i>The pacing of the lesson supports high levels of intellectual engagement and deeper learning; students have multiple and effective opportunities to think, reflect, and consolidate understanding.</i>	<i>Through opportunities provided by the teacher or their own initiative, students demonstrate autonomy and effective use of strategies for reflection; they are able to identify and advocate for their own need to engage in further processing or reflection in order to consolidate understanding and solidify new learning.</i>

Component 3d:	Using Assessment for Learning
	While assessments of learning are essential and have often been more heavily emphasized by policymakers, teachers have long known that assessment for learning is a powerful and important tool. Assessment is an integral part of learning experiences themselves, not just a signal of the end of a lesson, unit, or course. Summative assessment has always been and will continue to be an important aspect of teaching, allowing teachers, students, and their families to know whether students have learned and progressed toward their goals. But when formative assessment is a key component of learning experiences, teachers and students are able to gauge whether they have learned the content or mastered skills, as well as where they are on the path to meeting their learning goals, making them ultimately more likely to be successful in achieving their purposes. Assessment for learning provides essential feedback to students and teachers on successes and challenges. Successful teachers are constantly monitoring student progress, and also encouraging and supporting students to monitor their own understanding. In order for assessment during learning to provide useful feedback, there must be standards and criteria for success that are aligned to the goals and clear to students and those supporting them. Successful opportunities to assess learning, no matter their form (they may be formal or informal, planned or organic), allow teachers to determine the degree of understanding of every student in the class and for each student to monitor their own learning against clear standards and collaborative goals determined by both students and teachers. In the most successful learning experiences, feedback comes from a variety of sources (including other students). It is specific, useful, timely, and focused on improvement or further learning. While it may prioritize addressing gaps or misunderstandings, it should also provide encouragement and identify strengths that students can leverage in this or future challenges. <u>Elements of Success</u> Clear Standards for Success Collaborative goals, the characteristics of high-quality work, and the criteria established as evidence of success are clear to students and those supporting them. Monitoring Student Understanding Teachers and students are constantly monitoring learning and making use of specific strategies to elicit evidence of understanding. Timely, Constructive Feedback High-quality feedback comes from many sources, including students; it is specific and focused on improvement. <u>Considerations</u> • In what ways do teachers establish and clearly communicate the standards for high-quality work? • What evidence indicates that students monitor their own understanding to analyze their progress toward learning goals? • How do students receive and utilize high quality feedback to advance their learning?

3d Using Assessment for Learning

Unsatisfactory	Needs Improvement	Proficient	Excellent
Formative assessment is not used during instruction or is not aligned to the instructional purpose of the lesson.	Formative assessment partially supports student learning and development.	The teacher and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback.	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges.
Critical Attributes			
Clear Standards for Success			
<i>The teacher does not share assessment criteria, describe what high-quality work looks like, or explain how students will know they are successful.</i>	<i>Students partially understand how they will know they are progressing successfully and how their work will be evaluated.</i>	<i>The standards of high-quality work and success are clear to students and provide the opportunity for self-assessment.</i>	<i>Students and those who support them have an active voice in establishing standards for success that are relevant and ambitious; they clearly understand how their progress is being assessed.</i>
Monitoring Student Understanding			
<i>The teacher does not determine whether students are progressing toward mastery of the goals and provides no structured opportunities for students to monitor their own progress.</i>	<i>The teacher's attempts to monitor student understanding and support self-assessment are limited or only partially effective.</i>	<i>The teacher uses questions and assessments to elicit accurate evidence of student understanding and models strategies for self-assessment, allowing students to successfully analyze their own progress toward goals.</i>	<i>Students take initiative to monitor their own understanding through planned tasks, assessments, and strategies of self-assessment to understand their progress, make adjustments, and identify new or alternative pathways and goals.</i>
Timely, Constructive Feedback			
<i>Students receive no feedback, or the only feedback given is global or for only a few students.</i>	<i>The teacher provides some feedback, but the feedback is unclear or not oriented toward improvement or mastery.</i>	<i>Students receive timely, constructive feedback from the teacher or others that advances learning.</i>	<i>Students make decisions and assume responsibility for their learning using high-quality, improvement-focused feedback from many sources.</i>

Component 3e:	Responding Flexibly to Students Needs
	Teaching is an incredibly complex and demanding activity that requires ongoing, often consequential decision-making. In the course of learning experiences, teachers are making decisions almost constantly. These decisions might include whether to shift approach (or not) based on evidence of student engagement; how to respond to and build upon student inquiries; what to do when one, some, or all students are struggling; and how to acknowledge students' emotional wellbeing or respond to events in their lives, communities, or the broader society. While some of these decisions might be made in advance, successful teachers are particularly skilled in making adjustments during the course of learning experiences in response to changing conditions. With experience, teachers develop skills in accurately predicting how a lesson will go and being prepared for different possible scenarios. However, even the most skilled, and best prepared, teachers will occasionally find either that a lesson is not proceeding as they would like or that students are encountering unanticipated difficulties. Additionally, student inquiries or unanticipated events might create new and unexpected learning opportunities that are worth pursuing in the moment. In either case, successful teachers are able to make both minor and (at times) major adjustments to better address the needs of students and ensure their success. Such adjustments are supported by teachers' expertise, confidence, and sense of efficacy. When teachers demonstrate flexibility and responsiveness, they also model mindsets and skills for their students. For instance, committed teachers don't give up easily. Their determination and persistence in supporting students who encounter difficulties or experience failure has a direct impact on students' own mindsets and the culture for learning in the classroom. A learning experience, even one that goes according to plan, will include moments of struggle, and the determination of students and teachers and the adjustments they make during those times further their success. <u>Elements of Success</u> Evidence-Based Adjustments When appropriate, teachers use their expertise to alter or replace pre-planned activities based on students' understanding, questions, and interests. Receptiveness and Responsiveness Teachers are open to and capitalize upon unexpected student actions, questions, and internal and external events; they encourage and support students to pursue new learning and opportunities on their own. Determination and Persistence Teachers are committed to efficacy, even when students encounter difficulty in learning, and pursue alternative approaches when necessary to help students be successful. <u>Considerations</u> • What evidence indicates that teachers make real-time adjustments to learning activities to suit students' individual needs? • In what ways do teachers incorporate students' questions and interests into the learning experience to deepen understanding and support curiosity? • What are some ways that teachers and students demonstrate a commitment to success when they experience difficulties?

3e Responding Flexibly to Student Needs

Unsatisfactory	Needs Improvement	Proficient	Excellent
The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success.	The teacher's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences.	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities.
Critical Attributes			
Evidence-Based Adjustments			
<i>The teacher does not recognize, or ignores, evidence of low engagement or lack of student understanding.</i>	<i>The teacher attempts to adjust learning experiences based on evidence but is only partially successful.</i>	<i>The teacher effectively adjusts learning experiences based on real-time evidence and students' individual and specific needs.</i>	<i>Students voice their needs and assume responsibility for their own learning by making necessary adjustments to the learning experiences with the support and encouragement of the teacher.</i>
Receptiveness and Responsiveness			
<i>The teacher brushes aside or does not fully address students' questions or difficulties.</i>	<i>The teacher attempts to incorporate students' questions and respond to their interests but only minimally or with limited success.</i>	<i>The teacher incorporates students' interests and questions into learning experiences to deepen understanding and encourage curiosity and autonomy.</i>	<i>Students identify new learning opportunities and take the initiative to pursue them on their own, with their peers, or with the support of the teacher or others in the school and beyond.</i>
Determination and Persistence			
<i>The teacher does not convey a level of responsibility for student learning and success or is uncertain about how to assist students.</i>	<i>The teacher conveys responsibility and commitment to efficacy but lacks certainty or is only partially successful in responding to student difficulties.</i>	<i>Drawing on a broad repertoire of strategies, the teacher persists in seeking alternative approaches and pathways when students experience difficulty.</i>	<i>Students demonstrate determination and persistence when they experience difficulties; they seek and receive effective support from the teacher and others.</i>

Domain 4: Principled Teaching

Component 4a:	Engaging in Reflective Practice
	The ability to engage in reflective practice that leads to professional growth and student success is an essential aspect of teaching. While teachers often reflect on and analyze a single learning experience (or series of them), they also engage in self-assessment and reflection more generally about their practice. Reflection is a process of thinking, reviewing, looking at evidence, identifying strengths and opportunities, and seeking new knowledge and new perspectives that can enhance practice. Teachers who engage successfully in reflection focus on their impact on student learning. This includes attention not only to the specific events or activities that occur during learning but also to their own beliefs, mindsets, and aspects of their own identities that may influence the experience of students. By analyzing results of student assessments, examining a lesson they record, receiving feedback from colleagues, or by a variety of other means, teachers work to determine where to focus their efforts in making adjustments, learn from their challenges, and build on their successes. Reflection may occur in conversation with colleagues, by keeping a journal or written record of reflections, and by engaging in the process of thinking about - and acting on - what they observe and are able to learn on their own. Reflection is a habit and mindset that teachers use in a variety of contexts, including their personal lives. It's a disposition that they also work to encourage and build in students. That said, reflection on teaching is a process that teachers acquire and develop over time. Reflecting with accuracy and specificity, and being able to apply new learning to future interactions, is a skill that should be supported by mentors, coaches, instructional leaders, and colleagues. Over time, reflective practice becomes a habit of mind, a way of thinking critically about and analyzing teaching through the lens of student success leading to improvements in teaching and better outcomes for students. <u>Elements of Success</u> Self-Assessment of Teaching Teachers use evidence from activities and assessments to identify the impact of different elements of practice on student learning and evaluate the success of learning experiences. Analysis and Discovery Based on their self-assessment, teachers consider alternative approaches or perspectives, question their own ideas or beliefs, and learn new ways to further advance student learning. Application and Continuous Improvement Teachers demonstrate commitment to the success of all students by planning, practicing, and trying new approaches to enhance their teaching based on their assessment and analysis. <u>Considerations</u> • How do teachers utilize multiple sources of evidence to analyze their practice and the effectiveness of their instruction? • What evidence indicates that teachers utilize the results of self-assessment to guide the purposeful acquisition of new knowledge and skills? • In what ways do teachers utilize self-reflection and new ideas to demonstrate a personal commitment to continuous improvement?

4a Engaging in Reflective Practice

Unsatisfactory	Needs Improvement	Proficient	Excellent
The teacher does not appear to engage in reflective practice, does not know whether students achieved the outcomes, or misjudges the success of instruction.	The teacher's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	The teacher's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments.	The teacher consistently engages in reflective practice that leads to a thorough and accurate assessment of the success of instruction, exploration of new ideas and approaches, and ongoing changes to practices and mindsets focused on supporting students who need it most.
Critical Attributes			
Self-Assessment of Teaching			
<i>The teacher does not reflect on experiences or draws inaccurate or incomplete conclusions about their success.</i>	<i>The teacher has a partially accurate but incomplete sense about whether or not instructional practices were successful or had the desired impact on student learning and development.</i>	<i>The teacher draws on evidence from the lesson, including student work, to assess the effectiveness of specific elements of instruction and their impact on student learning and development.</i>	<i>The teacher's assessment of the lesson is based on multiple sources of evidence, leads to a thoughtful and accurate analysis of practice, and addresses the specific impact of the design or execution of elements of instruction on student learning and development.</i>
Analysis and Discovery			
<i>The teacher does not or is unable to analyze their impact on student success and/or makes no suggestions for growth or improvement.</i>	<i>The teacher analyzes some aspects of their practice but may not consider alternative approaches, recognize the impact of their own mindsets or beliefs, and/or be willing to explore new strategies or ideas.</i>	<i>The teacher analyzes the impact of their own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning.</i>	<i>The teacher critically analyzes the impact of practices, values, and beliefs on student learning and consistently focuses on acquiring new knowledge and skills to enhance learning, prioritizing improvement for students who need it the most.</i>
Application and Continuous Improvement			
<i>The teacher does not plan for or consider opportunities to improve practice.</i>	<i>Based on reflection, the teacher has some plans for future action that will better support student learning and development.</i>	<i>Based on reflection, the teacher considers multiple paths forward; communicates a commitment to the success of all students; and plans, practices, and implements improvements.</i>	<i>Based on reflection, the teacher focuses on the best course of action for student success, demonstrates perseverance in the face of challenges, implements new ideas and strategies and continues to reflect on and analyze the results.</i>

Component 4b:	Documenting Student Progress
	While effective teachers keep detailed records of completion of assignments, grades on assessments, or even daily participation or notes about the well-being of students, they also focus their documentation of student progress on just that—where students are in relation to their goals, which may or may not be readily apparent from their grades. Importantly, this information about where each student “is” in their learning trajectory must be accessible to and understood by students themselves and those who support them: their families, caregivers, and other educators. Simply giving access to an online grading system or sending home progress reports is not sufficient to build shared ownership of student progress. Successful teachers engage students themselves and their families in setting goals, tracking progress toward them, and celebrating their attainment. In many cases, teachers do important work to ensure that students and their families fully understand what different grades, scores, or designations mean. For instance, designations such as “below grade level” or more specific ways of documenting reading level may be generally understood by students, but it’s essential that teachers share more than just this basic information and do so in a way that affirms students rather than operating from a deficit mindset. True success in this component occurs when students are fully able to describe their own progress in detail—not just to the teacher but to their families as well. They take ownership of and demonstrate pride in their accomplishments. They also recognize and learn from their failures or challenges. Ultimately, they assume responsibility for their progress with the teacher serving as their guide. <u>Elements of Success</u> Student Progress Toward Mastery The teacher documents student progress toward learning and developmental goals and shares information with students, parents, and educational collaborators. Shared Ownership With support from teachers, students utilize resources to monitor their progress toward learning and developmental goals and regularly analyze and discuss their progress with teachers and caregivers. Maintaining Reliable Records The teacher consistently gathers, updates, and shares data that is accurate, accessible, and clear to students and families. <u>Considerations</u> • What evidence indicates that there is a clear system used by students and teachers to track mastery of learning goals? • How do teachers, students, and those that support them share responsibility and ownership of student progress? • In what ways do teachers ensure that records are created and maintained in a reliable, accurate, and accessible fashion?

4b Documenting Student Progress

Unsatisfactory	Needs Improvement	Proficient	Excellent
There is no system for documenting student progress, the system is ineffective and inefficient, or it does not provide relevant information to students and those who support them.	The teacher documents some aspects of student progress in a manner that is accessible to students and those who support them.	The teacher documents and celebrates student progress toward mastery, focusing on the attainment of learning and developmental goals; students and those who support them engage in reflection on their progress.	Students monitor progress toward mastery and their own attainment of learning and development goals; they analyze and discuss their progress with the teacher and those who support them.
Critical Attributes			
Student Progress Toward Mastery			
<i>The teacher does not adequately track student progress or the approach is not focused on mastery or aligned to goals.</i>	<i>The teacher tracks student progress toward mastery but it is not comprehensive or may not be useful to students and those who support them.</i>	<i>There is a clear system for tracking progress toward mastery and the teacher communicates understandable and useful information to students and those who support them.</i>	<i>Students are consistently aware of their own progress toward mastery of their goals; they are able to identify, reflect on, and discuss their strengths and needs based on clear evidence of progress.</i>
Shared Ownership			
<i>The teacher does not engage students or those who support them in setting, understanding, or monitoring progress toward goals.</i>	<i>The teacher makes attempts to engage students and those who support them in identifying goals and monitoring progress toward them, with partial success.</i>	<i>The teacher engages students and those who support them in setting and monitoring their progress toward their goals; students play an active role in analyzing and celebrating their success.</i>	<i>Students and those who support them are engaged as full partners in setting goals, monitoring progress, and evaluating and celebrating success.</i>
Maintaining Reliable Records			
<i>The teacher does not have systems for tracking student learning or other records, or the systems are inaccurate, confusing, or inaccessible.</i>	<i>The teacher has systems for tracking student learning and other records that are accessible to students and those who support them, but they are partially inaccurate or may not be comprehensive.</i>	<i>The teacher has accurate and accessible systems for tracking student learning and other records; they use these systems efficiently and effectively.</i>	<i>The teacher's systems are consistently accurate and effective; as appropriate, students contribute information and participate in maintaining reliable evidence of their learning and other records.</i>

Component 4c:	Engaging Families and Communities
	Successful teachers recognize that their success, which comes from their students' success, requires the engagement of families and the communities in which they work. Schools have too often, though certainly not always, been seen as separate from the families and communities they serve. Deficit notions of families and communities have too often done harm to students and hindered their success. Certainly, students' families rely on the school and teachers in it to meet their students' needs and help them achieve their individual goals and purposes, and their levels of engagement may vary for a host of different reasons. However, it is essential that teachers operate with a mindset that views families and other members of the community as co-teachers, partners, and resources. Understanding the cultural backgrounds and values of students and their families is essential, especially when there is a difference between those values or cultures and a teacher's own. When families feel unwelcome or excluded from the learning community, when their students do not receive the support they need, or when their cultures and identities are viewed as deficits rather than assets, success for each student is not possible. Teachers who respectfully and fully engage families and the community in ways that value and honor their humanity and create a shared commitment to student success are engaging in efforts that can have lasting effects and far-reaching influence. There are many ways to engage families and various purposes for that engagement. Effective teachers partner with families in creating learning environments and building a community of learners. They ensure that families know about and understand the instructional program. They invite parents to engage in learning experiences. Ultimately, they make families part of the learning community and view their partnership as essential to meeting the needs of their students. <u>Elements of Success</u> Respect and Cultural Competence Teachers interact with families and the community in ways that respect their values and cultural backgrounds. Community Values Learning experiences and environments are extensions of the community and uphold its values, creating a shared vision of student success. Instructional Program Established structures and processes keep families informed about the instructional program and provide opportunities for input and feedback. Engagement in Learning Experiences Teachers connect students' out-of-school learning and lives to their efforts in school and take the lead in forming partnerships and relationships to strengthen those connections. <u>Considerations</u> ● In what ways do teacher interactions demonstrate their respect for the values of students' families and local community? ● How is the vision for student success shaped and informed by the values of the community? ● What evidence indicates that structures are in place and consistently utilized to keep families informed and collect their input and feedback? ● How do teachers connect to students' lived experiences to tailor and deepen engagement in learning experiences?

4c Engaging Families and Communities

Unsatisfactory	Needs Improvement	Proficient	Excellent
The teacher does not engage students' families or the community, engages them infrequently, or does so disrespectfully.	The teacher makes some efforts to engage families and communities and does so in a respectful manner.	The teacher engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the classroom.	The teacher's frequent and ongoing engagement of families and communities demonstrates a clear value for the role they play in student learning and is focused on forging partnerships that further the academic and personal success of each and every student.
Critical Attributes			
Respect and Cultural Competence			
<i>The teacher is unable to engage families or does so in ways that are disrespectful or demonstrate bias.</i>	<i>The teacher's efforts to engage families and communities are respectful and demonstrate some cultural awareness and a commitment to learn more.</i>	<i>The teacher engages families and communities with respect and cultural awareness, learning and affirming their values and cultural backgrounds.</i>	<i>The teacher, students, and families partner together to support student success in a manner that honors the contributions of all and focuses on meeting the needs of students.</i>
Community Values			
<i>The teacher does not take the values of families into account when planning learning experiences or designing learning environments.</i>	<i>The teacher makes some efforts to engage families and communities in contributing to the ethos and values of the learning community.</i>	<i>The teacher engages families in co-creating elements of the learning community that reflect the values of the larger community.</i>	<i>The teacher, students, and families partner together to establish a learning community that honors the ethos and values of all members.</i>
Instructional Program			
<i>Little or no information about the standards, curriculum, or learning expectations is available to parents.</i>	<i>The teacher shares basic information about the standards, curriculum, or learning expectations; the information is limited, inaccessible, or incomplete.</i>	<i>The teacher frequently shares accessible, informative updates about the standards, curriculum, and/or learning expectations and seeks input from families.</i>	<i>The teacher partners with families to ensure that everyone who supports students understands the instructional program and has opportunities to engage thoughtfully in its development.</i>
Engagement in Learning Experiences			
<i>The teacher provides no opportunities for families to engage in learning experiences with students.</i>	<i>The teacher invites families to engage in learning experiences with students but with limited success.</i>	<i>The teacher includes families/caregivers in learning experiences by creating opportunities for them to support students and engage in the learning community.</i>	<i>The teacher views and incorporates families as essential partners in learning experiences.</i>

Component 4d:	Contributing to School Community and Culture
	Schools are, first and foremost, environments to promote the learning and development of students. In order for a school's vision of success for students to be achieved, teachers must work collaboratively and engage together in inquiry regarding effective practice. Their efficacy as a community is essential for the success of the school as a whole and that of individual students. The full potential of a school community is realized only when teachers regard themselves as members of and leaders in a learning organization. This type of community is characterized by mutual support and respect, as well as by the recognition that all teachers have the responsibility to seek ways to improve their practice and contribute to the life and values of the school. A key component of the intellectual life of the school is collaborative inquiry. By identifying problems of practice, student needs, and areas of investigation, teachers are able to support one another, develop solutions, and engage in innovation that leads to student success. Through an ongoing process focused on improvement, teachers observe one another and provide feedback, participate in professional learning communities, study curricular materials together, and analyze student outcomes and assessment data across the school. When collaborative inquiry is implemented successfully, teachers solve problems and grow collectively in their pursuit of excellence. Inevitably, teachers' involvement in and contributions to the community and culture of the school also extend beyond what might typically be considered their instructional practice. These contributions have an important impact on the life of the school and include activities such as parent-teacher organizations, school or district committees, and school social or cultural events. While each teacher's contributions may differ (as may school or district expectations), successful educators are committed to enhancing the culture of the entire school. <u>Elements of Success</u> Relational Trust and Collaborative Spirit Teachers develop strong relationships with students and colleagues that support professional learning, collaboration, mutual trust, and student success. Culture of Inquiry and Innovation Teachers contribute to the culture of the school by modeling school values, helping to identify underlying problems, and taking positive action toward their solution. Service to the School Teachers extend their influence beyond their classrooms by leading and contributing to school events, projects, and initiatives. <u>Considerations</u> • What evidence indicates that teachers have developed strong relationships that build relational trust with students and colleagues? • In what ways do teachers model a culture of thoughtful, generative professional inquiry? • What are some ways that teachers lead in developing and implementing school events, projects, and initiatives for students and colleagues?

4d Contributing to School Community and Culture

Unsatisfactory	Needs Improvement	Proficient	Excellent
The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school.	The teacher makes modest contributions to the school culture, supporting professional learning and upholding the values of the school.	The teacher takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and bring the values of the school to life through modeling and positive action.	The teacher takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families.
Critical Attributes			
Relational Trust and Collaborative Spirit			
<i>The teacher's relationships with colleagues are characterized by negativity or combativeness.</i>	<i>The teacher has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues.</i>	<i>The teacher has supportive and collaborative relationships with colleagues that are built on mutual respect and trust.</i>	<i>The teacher actively builds relational trust with colleagues and models collaboration focused on student success.</i>
Culture of Inquiry and Innovation			
<i>The teacher avoids activities promoting professional inquiry or only participates when required, making few or negative contributions.</i>	<i>The teacher participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success.</i>	<i>The teacher regularly and actively participates in and contributes thoughtfully to professional inquiry.</i>	<i>The teacher takes a leadership role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school.</i>
Service to the School			
<i>The teacher avoids involvement in school events, projects, and initiatives.</i>	<i>The teacher participates in school events, projects, and initiatives as expected.</i>	<i>The teacher makes a substantial contribution to school events, projects, and initiatives.</i>	<i>The teacher takes a leadership role in events, projects, and initiatives that contribute to the overall success of the school.</i>

Component 4e:	Growing and Developing Professionally
	As is the case in other professions, the complexity of teaching requires continuous growth and development. By continuing to stay informed, enhancing their skills, and further developing their cultural competence, teachers become ever more effective and grow as leaders in their schools. Successful teachers approach growth and development with a spirit of curiosity—seeking to learn more about their disciplines as knowledge evolves, refining their skills around student engagement, and learning the newest strategies and technology, among other things. They also continuously seek to develop their understanding of the students and communities they serve. Engaging in collaborative inquiry with colleagues is one key practice that supports growth and development. This engagement may occur through department or team meetings, study groups, lesson study, or other structures. In addition, educators increase their effectiveness in the classroom by participating in opportunities for learning through professional organizations, online courses, educational conferences, or formally continuing their education through university coursework. Those who have experienced its power recognize that instructional coaching and mentoring are fundamental components of professional growth and development. When teachers seek and act on advice and feedback, they are able to refine their own knowledge and skills, become more adept at reflecting on their own practice, and ultimately are better able to meet the needs of their students. Feedback, whether formal or informal, is essential in understanding and analyzing classroom success and opportunities for improvement. As they gain more experience and expertise through practices such as collaborative inquiry and instructional coaching, successful teachers find additional ways to contribute to the success of their colleagues by taking on leadership roles. <u>Elements of Success</u> Curiosity and Autonomy Teachers identify personal and professional growth areas and independently seek opportunities to develop and refine their knowledge. Developing Cultural Competence Teachers seek knowledge regarding the students and community they serve and apply findings to their practice and development of the school culture. Enhancing Knowledge and Skills Teachers work to deepen content and pedagogical knowledge and exchange new learning with colleagues. Seeking and Acting on Feedback Teachers seek opportunities to receive and provide feedback and work collaboratively and constructively to utilize feedback effectively. <u>Considerations</u> • What evidence indicates that teachers respect cultural differences and work to develop and demonstrate cultural competence? • How do teachers identify opportunities for growth to help them better meet the needs of students? • In what ways do teachers demonstrate initiative toward refining their skills and content knowledge? • What are some ways that teachers show a commitment to seeking and utilizing high-quality feedback?

4e Growing and Developing Professionally

Unsatisfactory	Needs Improvement	Proficient	Excellent
The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly.	The teacher engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is often determined or directed by others.	The teacher directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.	The teacher appropriately exercises autonomy to direct professional learning for themselves and their colleagues, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.
Critical Attributes			
Curiosity and Autonomy			
<i>The teacher demonstrates little or no interest in professional learning and takes no initiative to improve.</i>	<i>The teacher engages in recommended and available professional learning opportunities and takes some initiative in seeking additional opportunities for professional growth.</i>	<i>The teacher regularly seeks out and identifies high-quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities.</i>	<i>The teacher takes a leadership role in the school, directing their own and others' learning as appropriate based on an inquiry-driven approach that prioritizes the needs of students.</i>
Developing Cultural Competence			
<i>The teacher demonstrates little or no cultural knowledge or awareness and/or assigns negative value to cultural differences.</i>	<i>The teacher has some cultural knowledge, is developing understanding of the values and beliefs of other cultures, and is beginning to engage in the reflective work necessary to become more culturally competent.</i>	<i>The teacher accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success.</i>	<i>The teacher demonstrates cultural competence, is continually assessing and developing their own knowledge and skills, and leads others in the school community to develop new approaches that value differences and address inequities.</i>
Enhancing Knowledge and Skills			
<i>The teacher does not stay current on content and pedagogical knowledge.</i>	<i>The teacher engages in activities designed specifically strengthen content and pedagogical knowledge and deeper understanding of curriculum.</i>	<i>The teacher takes initiative in deepening content knowledge and understanding the curriculum individually and in collaboration with colleagues.</i>	<i>The teacher is an expert and leader in understanding and continuously improving and refining their knowledge of content, pedagogy, and curriculum.</i>
Seeking and Acting on Feedback			
<i>The teacher resists discussing feedback on their practice or ignores feedback that is given.</i>	<i>The teacher invites, accepts, and acts on feedback given by colleagues.</i>	<i>The teacher invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.</i>	<i>The teacher takes a leadership role in the school in supporting a culture of growth and modeling a process for seeking, providing, and acting on feedback.</i>

Component 4f:	Acting in Service of Students
	Accomplished teachers demonstrate a commitment to the success of all students by acting ethically and taking deliberate action on their behalf. They have a strong moral compass and are guided by the best interest of each student. They display this commitment in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources that may extend beyond the classroom. Seeking greater flexibility in how school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment when current policies or procedures are out of line with community values or have not served students equitably. Promoting excellence means not only that teachers focus on best practices and their ongoing learning and development, it also means that they recognize and call attention to practices that are not supportive of learning and development for any student. When even one student feels unsafe or excluded from the learning community, does not have the support they need to meet the outcomes, feels their self-confidence shaken or their love of learning stifled, excellent teachers work to address these issues and make excellence possible for each student. They view the cultures and identities of students as assets rather than deficits and hold high expectations for them all. They act out of a firm commitment to the idea that excellence only for some is not excellence at all. In many ways, distinguished practice in all of the previous components of the Framework for Teaching is the best evidence of distinguished practice in this component. Ultimately, it reflects the ideal that teaching is work that matters. It requires critical thinking, curiosity, courage, autonomy, resourcefulness, gratitude, and compassion. Above all it requires the wisdom to make decisions in the best interest of students, especially in challenging situations. <u>Elements of Success</u> Acting with Care, Honesty, and Integrity Teachers consistently model care, honesty, and integrity in interactions with students, families, and colleagues. Ethical Decision-Making Teachers make wise decisions, especially under challenging circumstances, that are in the best interest of students and their families. Advocacy Teachers are active advocates for students, their families, and colleagues and lead in taking action on their behalf. <u>Considerations</u> • What evidence indicates that teachers model care, honesty, and integrity and take the lead in developing and encouraging others to develop these qualities? • In what ways do teachers ensure that the decisions they make are in the best interest of students, families, and colleagues? • How do teachers model and take the lead in advocating for students, families, and colleagues?

4f Acting in Service to Students

Unsatisfactory	Needs Improvement	Proficient	Excellent
The teacher acts unethically and does not understand the needs of students or make decisions in their best interest.	The teacher acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.	The teacher models high standards of ethical practice and wise decision making on behalf of students, families, and colleagues.	The teacher is a leader in the school in defining and upholding high standards of ethical practice and modeling wise decision-making that honors the inherent worth and dignity of each and every student and prioritizes their needs.
Critical Attributes			
Acting with Care, Honesty, and Integrity			
<i>The teacher's actions are uncaring or dishonest.</i>	<i>The teacher acts honestly and with care and integrity.</i>	<i>The teacher is known for and looked to as a model of care, honesty, and integrity.</i>	<i>The teacher is a leader in the school in modeling and upholding care, honesty, and integrity, and encourages students and teachers to seek opportunities to develop these qualities.</i>
Ethical Decision-Making			
<i>The teacher makes unwise, rushed, or heated decisions or makes decisions that are self-serving.</i>	<i>The teacher seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical.</i>	<i>The teacher makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide.</i>	<i>The teacher is a leader in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning.</i>
Advocacy			
<i>The teacher fails to act on behalf of students when deliberate action is warranted.</i>	<i>The teacher addresses the needs of students through their actions but may do so inconsistently or with partial success.</i>	<i>The teacher is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's and community's values, even when it may not be popular or comply with policy.</i>	<i>The teacher serves as a model of advocacy for students and acts as a leader in the school, identifying and working to change policies and practices that do not align with community values or may cause harm to students.</i>

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Appendix B: Forms and Documents

FORM 1: TEACHER APPRAISAL PROCESS CHART – ALL TEACHERS RATED AS EXCELLENT OR PROFICIENT

	Non-Tenured	Tenured – Excellent or Proficient	Forms/Documents
Informal Observations	Unscheduled Anytime Minimum of 2/yr of at least 5 minutes each prior to the summative evaluation conference	Unscheduled Anytime Minimum of 2/year of at least 5 minutes each prior to the summative evaluation conference	APPENDIX A - Form 1: Framework for Teaching Rubrics APPENDIX B - Form 3: Observation Notes (optional form) *Other written documentation of informal observations.
Formal Observation #1	Agreed Upon Time September-December	Agreed Upon Time September (Year 1) to January (Year 3)	APPENDIX A - Form 1: Framework for Teaching Rubrics APPENDIX B - Form 3: Observation Notes (optional form) APPENDIX B - Form 4: Pre-Observation Conference Form or Lesson Plan Template APPENDIX B - Form 5: Formal Classroom Observation - Lesson Plan Template APPENDIX B - Form 6: Post-Observation Conference Form APPENDIX B - Form 7: Formative Feedback Form
Formal Observation #2	Agreed Upon Time November-January	Agreed Upon Time Upon Request by the administration or teacher	Same as “Formal Observation #1”
Summative Evaluation	Agreed Upon Time No later than February 15 th	Agreed Upon Time No later than February 15 th of final year in evaluation cycle	APPENDIX A - Form 1: Framework for Teaching Rubrics APPENDIX B - Form 8: Final Summative Evaluation *All other written documentation from formal and informal observations
Mid Plan Meeting	N/A	Agreed Upon Time (Optional)	Form 1: Framework for Teaching Rubrics Form 8: Self-Reflection for Professional Growth Form 10: Tenured Mid-Plan Meeting Conversation Record *All other written documentation from formal and informal observations

FORM 2: TEACHER APPRAISAL PROCESS CHART – ALL TEACHERS RATED AS NEEDS IMPROVEMENT OR UNSATISFACTORY

Needs Improvement		Forms/Documents	Unsatisfactory		Forms/Documents
Within 30 Calendar Days of Receiving an Overall Rating of Needs Improvement	Review of Tenured District Priorities: Example of Behavior, Framework for Teaching Rubrics, Appraisal Operating Procedures, and Summative Evaluation Teacher and Administrator create a Professional Development Plan (PDP)	Form 1: Framework for Teaching Rubrics Form 2: Examples of Behaviors Form 11: Professional Development Plan	Within 30 Calendar Days of Receiving an Overall Rating of Unsatisfactory	Review of Tenured District Priorities: Example of Behavior, Framework for Teaching Rubrics, Appraisal Operating Procedures, and Summative Evaluation Develop Remediation Plan with Teacher to address deficiencies cited, provided that the deficiencies are remediable Assign a Consulting Teacher to support the Remediation Plan	Form 1: Framework for Teaching Rubrics
By September 1st	Teacher and Administrator confirm the implementation of the Professional Development Plan	Form 1: Framework for Teaching Rubrics Form 2: Examples of Behaviors Form 11: Professional Development Plan	At the beginning of the Remediation Plan	Teacher, Administrator, and Consulting Teacher confirm the implementation of the Remediation Plan	Form 1: Framework for Teaching Rubrics

By January 1	Two or more Formal Observations Informal Observations Mid-Plan Meeting	Form 1: Framework for Teaching Rubrics Form 2: Examples of Behaviors Form 3: Informal Observation Notes (optional form) Form 4: Pre-Observation Conference Form Form 5: Post-Observation Conference Form Form 6: Formative Feedback Form Form 9: Tenured Mid-Plan Meeting Other documentation of Informal Observations	By the mid-point of the Remediation Plan and throughout the remainder of the Remediation Plan	One or more Informal Observations Formal Observations (at the discretion of the administrator)	Form 1: Framework for Teaching Rubrics Form 3: Informal Observation Notes (optional form) Form 4: Pre-Observation Conference Form** Form 5: Formal Classroom Observation - Lesson Plan Template Form 6: Post-Observation Conference Form** Form 7: Formative Feedback Form** Other documentation of Informal Observations **If Formal Observation is performed
By February 1	One or more Informal Observations Optional Formal Observation (at the discretion of the administrator)	Form 1: Framework for Teaching Rubrics Form 2: Examples of Behaviors Form 3: Informal Observation Notes (optional form) Form 4: Pre-Observation Conference Form** Form 5: Post-Observation Conference Form** Form 6: Formative Feedback Form** Other documentation of Informal Observations **If Formal Observation is performed	At the midpoint of the Remediation Plan	Summative Evaluation is conducted and reviewed with the Teacher	Form 8: Summative Evaluation

30 Days Before the End of the School Year of the Professional Development Plan	Summative Evaluation that is based on Informal and Formal Observations and ongoing conversations Tenured Certified Next Steps with an Overall Rating of: <u>Excellent/Proficient</u> Begin new cycle <u>Needs Improvement</u> - results in the overall rating of Unsatisfactory <u>Unsatisfactory</u> – develop Remediation Plan	Form 7: Final Summative Evaluation	At the conclusion of the Remediation Plan	Summative Evaluation based on Informal and Formal Observations and ongoing conversations Tenured Certified Next Steps with an Overall Rating of: <u>Excellent/Proficient</u> IGP through reinstatement to district's evaluation plan <u>Needs Improvement or Unsatisfactory</u> Recommendation for Dismissal	
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Form 3: Observation Notes (Optional)

Teacher:

Date / Time:

Evaluator:

Subject Area:

Domain 2: Learning Environments	Domain 3: Learning Experiences
2a Cultivating Respectful and Affirming Environments 2b Fostering a Culture for Learning 2c Maintaining Purposeful Environments 2d Supporting Positive Student Behavior 2e Organizing Spaces for Learning	3a Communicating About Purpose and Content 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment for Learning 3e Responding Flexibly to Student Needs

Time	Actions & Statements/Questions by Teacher & Students	Component

Form 4: Formal Classroom Observation - Pre-Observation Conference

Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____

Observer _____ Date _____

Questions for discussion:

1. To which part of your curriculum does this lesson relate? (1e)

2. How does this learning fit in the sequence of learning for this class? (1e)

3. Briefly describe the students in this class, including those with special needs. (1b)

4. What are your learning outcomes for this lesson? What do you want the students to understand? (1c)

5. How will you engage the students in their learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using. (1d, 1e)

6. How will you differentiate instruction for different individuals or groups of students in the class? (1a, 1b, 1c, 1d, 1e)

7. How and when will you know if students have learned what you intend? (1f)

8. Is there anything that you would like me to specifically observe during the lesson?

Form 5: Formal Classroom Observation – Lesson Plan Template

(May be used in place of Pre-Observation Conference Form 4)

Name:		Grade/Subject:
Subject/Lesson Observed:		Date of Lesson:
P r e - L e s s o n I n f o r m a t i o n	Unit Goals: <i>What broad goals or essential questions are driving the unit?</i>	Lesson Objectives: <i>What will students know and be able to do by the end of the class that they didn't know or couldn't do when they came in?</i>
	What prerequisite knowledge do the students need to be successful in the lesson?	What technology will students use during class?
	Vocabulary: <i>What words or terms do the students need to know to be successful in the lesson?</i>	Describe the materials and resources that will be used during the lesson?
State the standard(s) that are incorporated into the lesson. (Ex. Common Core, NGSS, and/or national state standards)		
T h e L e s s o n	Hook: <i>How will you capture student interest?</i>	
	Learning Activities: <i>How will you facilitate learning that engages the students cognitively throughout the lesson? Provide an outline of your instructional plan. How will the students be grouped during the lesson? What criteria did you use to create your groups?</i>	
	Practice: <i>How will the students practice new concepts?</i>	
C l o s u r e	Conclusion: <i>How will students review and solidify these concepts to be able to use this knowledge or skill?</i>	
	Application: <i>How will the student incorporate the new concepts in their prior knowledge and "make it their own"?</i>	
	Assessment: <i>How will you and students assess whether the learning objectives were met? How will you and they know they have been successful? Describe any summative assessments to be used (if applicable).</i>	
	Preview: <i>How does this lesson lead to the next lesson?</i>	
What information about your students did you use while preparing this lesson?		
Differentiation: <i>How is the lesson differentiated so that all students are successful?</i>		
Extension: <i>How will students extend their understanding? How are students supported to facilitate new learning and stretch thinking?</i>		

Form 6: Formal Classroom Observation – Post-Conference Conversation

Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____

Observer _____ Date _____

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

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

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? (4A)

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

5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective? (4A)

6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently? (4A)

Form 7: Formative Feedback

Teacher:
Grade Level(s):
Observer:

School:
Subject(s):
Date:

Conversation Components		Observable Components	
Domain 1 Planning and Preparation	Domain 4 Principled Teaching	Domain 2 Learning Environments	Domain 3 Learning Experiences
1a Applying Knowledge of Content and Pedagogy	4a Engaging in Reflective Practice	2a Cultivating Respectful and Affirming Environments	3a Communicating About Purpose and Content
1b Knowing and Valuing Students	4b Documenting Student Progress	2b Fostering a Culture for Learning	3b Using Questioning and Discussion Techniques
1c Setting Instructional Outcomes	4c Engaging Families and Communities	2c Maintaining Purposeful Environments	3c Engaging Students in Learning
1d Using Resources Effectively	4d Contributing to School Community and Culture	2d Supporting Positive Student Behavior	3d Using Assessment for Learning
1e Planning Coherent Instruction	4e Growing and Developing Professionally	2e Organizing Spaces for Learning	3e Responding Flexibly to Student Needs
1f Designing and Analyzing Assessments	4f Acting in Service of Students		

Conversation should focus on celebrations and areas needing further concentration.

Domain 1 (Planning and Preparation) Feedback
2a. Cultivating Respectful and Affirming Environments
2b. Fostering a Culture for Learning
2c. Maintaining Purposeful Environments
2d. Supporting Positive Student Behavior
2e. Organizing Spaces for Learning
3a. Communicating About Purpose and Content
3b. Using Questioning and Discussion Techniques
3c. Engaging Students in Learning
3d. Using Assessment for Learning
3e. Responding Flexibly to Student Needs
Domain 4 (Professional Responsibilities) Feedback
Other Areas for Further Development

Date of post conversation: _____

Teacher Signature: _____
Signature indicates only that the teacher has received the formative feedback.

Administrator Signature: _____

Form 8: Final Summative Evaluation

Teacher Name:

Location:

School Year:

Evaluator:

Observation dates included in the basis of this summative evaluation:

Formal Observation Dates:

Informal Observation Dates:

Domain 1 – Planning and Preparation	Unsatisfactory <i>(Unsatisfactory)</i>	Needs Improvement <i>(Basic)</i>	Proficient <i>(Proficient)</i>	Excellent <i>(Distinguished)</i>
Domain 2 – Learning Environments	Unsatisfactory <i>(Unsatisfactory)</i>	Needs Improvement <i>(Basic)</i>	Proficient <i>(Proficient)</i>	Excellent <i>(Distinguished)</i>
Domain 3 – Learning Experiences	Unsatisfactory <i>(Unsatisfactory)</i>	Needs Improvement <i>(Basic)</i>	Proficient <i>(Proficient)</i>	Excellent <i>(Distinguished)</i>
Domain 4 – Principled Teaching	Unsatisfactory <i>(Unsatisfactory)</i>	Needs Improvement <i>(Basic)</i>	Proficient <i>(Proficient)</i>	Excellent <i>(Distinguished)</i>
Overall Rating	Unsatisfactory <i>(Unsatisfactory)</i>	Needs Improvement <i>(Basic)</i>	Proficient <i>(Proficient)</i>	Excellent <i>(Distinguished)</i>

We have conducted a conversation on the rubrics. The teacher has the right to attach written comments within (10) school days of completion of this form for inclusion in their personnel file maintained in the Human Resources Department.

Teacher Signature: _____

Date: _____

Signature indicates only that the teacher has read and understands the evaluation.

Evaluator Signature: _____

Date: _____

Form 9: Self-Reflection for Professional Growth: Domains 1-4

Name: _____

Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, reflect on the strengths and areas of growth within your professional practices:

Strengths	Domains/Components	Growth Opportunities
	Domain 1: Planning & Preparation 1a Applying Knowledge of Content and Pedagogy 1b Knowing and Valuing Students 1c Setting Instructional Outcomes 1d Using Resources Effectively 1e Planning Coherent Instruction 1f Designing and Analyzing Assessments	
Next Steps:		
	Domain 2: Learning Environments 2a Cultivating Respectful and Affirming Environments 2b Fostering a Culture for Learning 2c Maintaining Purposeful Environments 2d Supporting Positive Student Behavior 2e Organizing Spaces for Learning	
Next Steps:		

Strengths	Domains/Components	Growth Opportunities
	Domain 3: Learning Experiences 3a Communicating About Purpose and Content 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment for Learning 3e Responding Flexibly to Student Needs	
Next Steps:		
	Domain 4: Principled Teaching 4a Engaging in Reflective Practice 4b Documenting Student Progress 4c Engaging Families and Communities 4d Contributing to School Community and Culture 4e Growing and Developing Professionally 4f Acting in Service of Students	
Next Steps:		

Form 10: Individual Growth Plan

Individual Growth Plan (IGP)	Year:	School:
Teacher Name:	Certified Position:	
SMART Professional Growth Goal Statement	What Framework for Teaching Domains/Component(s) are addressed in this IGP:	
Which School and/or District Improvement Goal(s) are addressed by this IGP?		
Indicators of Success (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?):		
Action Steps/Activities (Specific Teacher or Specialist Professional Activities that are part of your plan.)	Timelines (Timeframe that Action Steps/Activities will be completed)	Resources (Staff, PD, or Materials)

I have reviewed the above Individual Growth Plan:

Teacher's Name: _____

Teacher's Signature: _____

Administrator's Signature _____ **Date:** _____

**If Tenured, mark if this is a Collaborative Plan: Yes _____ No _____ If yes, list colleagues*

Form 11: Tenured Mid-Plan Meeting Conversation Record (Optional)

Certified Staff Member(s):

School Year:

Building:

Administrator:

Conversation Date:	
Topics from Certified Staff Member(s):	
Topics from Administrator:	
Notes from meeting:	
What's working:	
Identified areas for growth:	
Challenges/Concerns (if any):	Follow-up (if any):
Certified Staff Signature:	Date:
Administrator Signature:	Date:

Form 12: Professional Development Plan

Name: _____ Supervisor/Evaluator: _____

Date of PDP: Within 30 Days of above rating

Areas of Improvement:		Rationale for Area(s) of Improvement:		
Domain/Component:	Expectations for Effective Teaching:			
Limit to 3 components	Taken from a review of the <i>Framework for Teaching</i> and District Indicators of effective practice			
Improvement Strategies:	Tasks to complete:	Supports and Resources:	Target Date:	Date of Completion:
Specific and directed actions taken to address the areas identified as needing improvement		Human/Material/ Time/Prof Development/other		

*Note: This plan does not have a minimum or maximum length of time. The plan can last until the teacher is evaluated in the next school year.

Domain/Component:	Indicator of Progress:
Taken and repeated from above	Data/artifacts/observation records/other sources appropriate to the improvement area

Evaluator:		Teacher:	
Date:		Date:	

*Signatures above indicate the plan above was developed by the evaluator in consultation with the teacher.

Teacher completion of Professional Development Plan: Yes No

Evaluator:		Teacher:	
Date:		Date:	

*The teacher's signature does not necessarily indicate agreement with the contents, but does acknowledge that the evaluation meeting occurred and that I received a copy of this professional development plan.

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Appendix C: Sample Forms and Documents

Document 1: Elementary Sample of Self Reflection

FORM 9: Self-Reflection for Professional Growth: Domains 1-4

Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, reflect on the strengths and areas of growth within your professional practices:

Strengths	Domains/Components	Growth Opportunities
<i>Basic Knowledge of writing process</i> <i>Exploration of Daily 5 and Café</i> <i>Realistic and student friendly learning targets</i>	Domain 1: Planning & Preparation 1a Applying Knowledge of Content and Pedagogy 1b Knowing and Valuing Students 1c Setting Instructional Outcomes 1d Using Resources Effectively 1e Planning Coherent Instruction 1f Designing and Analyzing Assessments	<i>Identify essential grade level outcomes for writing process</i> <i>Become more aware of students' instructional levels</i>
Next Steps: <i>Develop formative assessments to guide instruction and determine mastery level of writing outcomes</i> <i>Use assessment data to guide differentiated instruction</i>		
<i>Implement morning meeting</i> <i>Collaborate with students to formulate class rules and procedures</i> <i>Manage transitions</i>	Domain 2: Learning Environments 2a Cultivating Respectful and Affirming Environments 2b Fostering a Culture for Learning 2c Maintaining Purposeful Environments 2d Supporting Positive Student Behavior 2e Organizing Spaces for Learning	<i>Improve the management and content of center activities</i>
Next Steps: <i>Partner with the DI Coaches to improve center activities</i> <i>Observe a teacher who facilitates the Daily 5 efficiently and effectively</i>		

Strengths	Domains/Components	Growth Opportunities
<i>technology for student engagement</i> <i>Web-based parent & student communication to enhance instruction and access resources</i>	Domain 3: Learning Experiences 3a Communicating About Purpose and Content 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment for Learning 3e Responding Flexibly to Student Needs	<i>Use questioning techniques that promote higher level thinking</i> <i>Create and implement assessments that are aligned to instructional targets</i>
Next Steps: <i>Use Bloom's Taxonomy Question chart on a daily basis to promote deeper student thinking.</i> <i>Develop aligned formative assessments that guide instruction.</i> <i>Utilize MAP data for targeted and specific instruction.</i>		
<i>Participate in PLC and ongoing professional development</i> <i>Reflective tools for improving teaching and learning</i>	Domain 4: Professional Responsibilities 4a. Reflecting on teaching 4b. Maintaining accurate records 4c. Communicating with families 4d. Participating in a professional community 4e. Growing and developing professionally 4f. Showing professionalism	<i>How do I track student writing progress (e.g. record keeping in addition to a portfolio)?</i> <i>Teach parent volunteers how to coach student thinking-instead of providing the answers</i>
Next Steps: <i>Research different models of student portfolios</i> <i>Work with BLT to design and organize parent volunteer training</i>		

*FORM 10: Individual Growth Plan (IGP)	Year: 2026-27	School: SAMPLE: HERSCHER INTERMEDIATE SCHOOL	
Teacher Name: SAM SAMPLE		Certified Position: 3 RD Grade Teacher	
SMART Professional Growth Goal Statement (refer to IGP Form 2): During 2026-27, I will improve my classroom procedures by reducing transitional times by 2 minutes, as measured by a 5% increase in Instructional minutes.		What Framework for Teaching Domains/ Component(s) are addressed in this IGP: 2b Fostering a Culture for Learning 2c Maintaining Purposeful Environments 2d Supporting Positive Student Behavior	
Which School and/or District Improvement Goal(s) are addressed by this IGP? There is a climate of high academic and social expectations for student success.			
Indicators of Success (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?): Student scores will increase by 5% due to increase of instruction time. Documentation from peer observer who records transition times by using the Observational Tool Kit.			
Action Steps/Activities (Specific Teacher or Specialist Professional Activities that are part of your plan.)	Timelines (Timeframe that Action Steps/Activities will be completed)	Resources (Staff, Professional Development, or Materials)	
Pre-observation to record current transition times. Brainstorm strategies to reduce transition times with peer observer Implement 1 strategy Follow up observation If strategy worked, goal met. If strategy did not decrease transitional times, try strategy 2 and repeat.	Within first 6 weeks of school Within a week of the observation Within a week of brainstorming session Within 3-4 weeks of implementation of strategy 1	Observation Book Staff member/mentor/peer observer who conducted observation and Observation Tool Kit Tools associated with strategy Staff member/mentor/peer observer who conducted observation and Observation Tool Kit	

I have reviewed the above Individual Growth Plan:

Teacher's Name: _____

Teacher's Signature: _____

Administrator's Signature: _____ **Date:** _____

*If Tenured, mark if this is a Collaborative Plan: _____ Yes _____ No If yes, list colleagues

Document 2: Middle School Sample of Self Reflection

FORM 9: Self-Reflection for Professional Growth: Domains 1-4

Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, reflect on the strengths and areas of growth within your professional practices:

Strengths	Domains/Components	Growth Opportunities
<i>Design and deliver engaging instructional activities that are aligned to student assessments</i>	Domain 1: Planning & Preparation 1a Applying Knowledge of Content and Pedagogy 1b Knowing and Valuing Students 1c Setting Instructional Outcomes 1d Using Resources Effectively 1e Planning Coherent Instruction 1f Designing and Analyzing Assessments	<i>Identify student ability levels more efficiently</i>
Next Steps: <i>Learn how to implement assessment data to target students' needs within the first six weeks of the school year.</i> <i>Use reading and math data to facilitate better lessons within content area</i>		
<i>Establish a supportive classroom environment that promotes positive student culture</i>	Domain 2: Learning Environments 2a Cultivating Respectful and Affirming Environments 2b Fostering a Culture for Learning 2c Maintaining Purposeful Environments 2d Supporting Positive Student Behavior 2e Organizing Spaces for Learning	<i>Target transition times post lunch and/or P.E.</i>
Next Steps: <i>Will recruit peer observer to conduct transition observation in order to pin-point area of need</i> <i>Observe another teacher who has limited transition difficulties</i>		

Strengths	Domains/Components	Growth Opportunities
<i>Discussion questions that generate effective student conversations</i> <i>Student engagement and the learning outcomes</i>	Domain 3: Learning Experiences 3a Communicating About Purpose and Content 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment for Learning 3e Responding Flexibly to Student Needs	<i>Develop self-guided enrichment activities for students who are successful on formative assessments which will allow more time to re-teach struggling students</i>
Next Steps: <i>Research content specific lessons that could be used as enrichment activities</i> <i>Look for Professional Development opportunities within content</i> <i>Use PLC group to help develop activities</i>		
<i>Excellent at record keeping</i> <i>Participate in PLC and ongoing professional development</i>	Domain 4: Professional Responsibilities 4a. Reflecting on teaching 4b. Maintaining accurate records 4c. Communicating with families 4d. Participating in a professional community 4e. Growing and developing professionally 4f. Showing professionalism	<i>Communication with families</i>
Next Steps: <i>Prior to mid-terms, contact families of students who are achieving 77% or below via phone or email</i>		

FORM 10: Individual Growth Plan (IGP)	Year: 2026-27	School: SAMPLE: LIMESTONE MIDDLE SCHOOL
Teacher Name: <i>Sam Sample</i>	Certified Position: 8th Grade Science Teacher	
SMART Professional Growth Goal Statement (refer to IGP Form 2): <i>During 2026-27 and 2027-28, there will be an increase in student engagement by adding enrichment activities for all scientific method & biology books, as measured by a 10% increase in "Exceeds" students on the ISA science test.</i>	What Framework for Teaching Domains/Component(s) are addressed in this IGP: 3c Engaging Students in Learning 3d Using Assessment for Learning 3e Responding Flexibly to Student Needs	
Which School and/or District Improvement Goal(s) are addressed by this IGP? <i>Students take responsibility for their learning and demonstrate growth and high achievement.</i>		
Indicators of Success (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?): <i>There will be 10% more students in the "Exceeds" category of the ISA science test.</i>		
Action Steps/Activities (Specific Teacher or Specialist Professional Activities that are part of your plan.)	Timelines (Timeframe that Action Steps/Activities will be completed)	Resources (Staff, PD, or Materials)
<i>Gather research materials that will assist in the development process</i> <i>Bring materials to department PLC meeting to review and discuss materials</i> <i>Agree on some of these activities and implement them within classrooms</i> <i>Come back to department PLC meeting and evaluate effectiveness</i> <i>There should be at least 4 activities that have entered the "keep" category</i> <i>Continue researching and developing remainder of activities</i>	<i>Within first 6 weeks of school</i> <i>Weeks 6-24</i> <i>Weeks 6-24</i> <i>Weeks 6-24</i> <i>By the beginning of the 3rd trimester</i>	<i>A variety of materials: books, websites, articles, etc.</i>

I have reviewed the above Individual Growth Plan:

Teacher's Name: _____

Teacher's Signature: _____

Administrator's Signature _____ **Date:** _____

**If Tenured, mark if this is a Collaborative Plan: Yes _____ No _____ If yes, list colleagues*

Document 3: High School Sample of Self Reflection

FORM 9: Self-Reflection for Professional Growth: Domains 1-4

Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, reflect on the strengths and areas of growth within your professional practices:

Strengths	Domains/Components	Growth Opportunities
<i>Design and deliver lessons that are aligned to the Common Core and design common assessments that are directly aligned with the classroom curriculum</i>	Domain 1: Planning & Preparation 1a Applying Knowledge of Content and Pedagogy 1b Knowing and Valuing Students 1c Setting Instructional Outcomes 1d Using Resources Effectively 1e Planning Coherent Instruction 1f Designing and Analyzing Assessments	<i>Work collaboratively with the English department to align the curriculum to the Common Core</i> <i>Attend professional development opportunities on the development of common assessments</i>
Next Steps: <i>Learn to interpret common assessment data and be able to interpret the data to understand its diagnostic value by the end of the first semester.</i> <i>Use common assessment data to develop remedial and enrichment activities for individual students by the end of the first quarter.</i>		
<i>Orderly classroom structure with established routines</i>	Domain 2: Learning Environments 2a Cultivating Respectful and Affirming Environments 2b Fostering a Culture for Learning 2c Maintaining Purposeful Environments 2d Supporting Positive Student Behavior 2e Organizing Spaces for Learning	<i>Develop classroom discussion techniques that stress the value of others opinions</i>
Next Steps: <i>Use group editing activities to expose students to multiple view points.</i> <i>Collaborate with colleagues teaching the same classes.</i>		

Strengths	Domains/Components	Growth Opportunities
<i>Adapting to student needs for differentiating instruction</i>	Domain 3: Learning Experiences 3a Communicating About Purpose and Content 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment for Learning 3e Responding Flexibly to Student Needs	<i>Implementing assessments related to the diverse learning styles of my students</i>
Next Steps: Use a variety of assessments Collect data on student growth Use data while creating student assessment		
<i>Utilizes INOW to maintain accurate and timely grades for formative feedback to students and families</i>	Domain 4: Professional Responsibilities 4a. Reflecting on teaching 4b. Maintaining accurate records 4c. Communicating with families 4d. Participating in a professional community 4e. Growing and developing professionally 4f. Showing professionalism	<i>Communicating with families</i>
Next Steps: <i>Make at least one positive phone call for each of my students</i> <i>Create a call log to document all communications with student's family</i>		

FORM 10: Individual Growth Plan (IGP)		Year: 2026-27	School: Sample Herscher High School
Teacher Name: <i>Sydney Simulation</i>		Certified Position: High School English Teacher	
SMART Professional Growth Goal Statement (refer to IGP Form 2): <i>During 2026-27 school year there will be a 25% increase in the amount of instructional time spent on non-fiction texts and activities.</i>		What Framework for Teaching Domains/Component(s) are addressed in this IGP: <i>1d Using Resources Effectively 1e Planning Coherent Instruction 3c – Engaging students in Learning</i>	
Which School and/or District Improvement Goal(s) are addressed by this IGP? <i>Aligning the curriculum to the Common Core.</i>			
Indicators of Success (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?): <i>Submit data collected during the 2026-2027 school year with a written analysis comparing the curriculum</i>			
Action Steps/Activities (Specific Teacher or Specialist Professional Activities that are part of your plan.)	Timelines (Timeframe that Action Steps/Activities will be completed)	Resources (Staff, PD, or Materials)	
<i>Gather research materials that will assist in developing lesson plans</i> <i>Collaborate with English department members to select appropriate texts and develop activities</i> <i>Agree on and plan specific activities and texts</i> <i>Create differentiated activities for diverse learners</i> <i>Review classroom activities at the quarterly department meeting</i> <i>Continue researching and developing new strategies</i>	<i>Summer 2026</i> <i>August – September 2026</i> <i>December 2026</i> <i>December 2026 - February 2027</i> <i>Spring 2027</i> <i>2027-2028 School year</i>	<i>A variety of materials: books, websites, articles, etc.</i>	

I have reviewed the above Individual Growth Plan:

Teacher's Name: _____

Teacher's Signature: _____

Administrator's Signature _____ Date: _____

*If Tenured, mark if this is a Collaborative Plan: Yes _____ No _____ If yes, list colleagues

Document 4:

Guide Sheet for Creating a Professional Development Plan for a Tenured Teacher Rated “Needs Improvement”

The Performance and Evaluation Reform Act includes the language regarding the creation of a **Professional Development Plan** for a teacher in contractual continued service (tenured) who is rated “Needs Improvement”.

This **Professional Development Plan** (PDP):

- is to be created within 30 days after the completion of an evaluation resulting in the needs improvement rating
- is to be developed by the evaluator in consultation with the teacher and take into account the tenured teacher’s on-going professional responsibilities including his/her regular teaching assignments
- is to be directed to the areas that need improvement and include supports that the district will provide to address the performance areas identified as needing improvement
- does not have a required minimum or maximum length of time (the plan can last until the teacher is evaluated in the next school year)

Tenured teachers must be evaluated at least once in the school year following the Professional Development Plan. Tenured teachers who are evaluated equal to or better than “Proficient” must be reinstated to the regular tenured teacher evaluation cycle.

For tenured teachers who are evaluated less than “Proficient”, the school district may rate the teacher’s performance as “Unsatisfactory” and start a remediation plan period.

Teacher Appraisal System HERSCHER CUSD #2

Appendix D: Alternative Rubrics

Guidance Counselor

Instructional Specialist

Library/Media Specialist

School Nurse

School Psychologist

Social Worker

Therapeutic Specialist

Note: Rating labels within specialist rubrics (e.g., Ineffective, Basic, Highly Effective) map directly to the District's four state-mandated rating levels: Unsatisfactory, Needs Improvement, Proficient, and Excellent

DOMAIN 1 – SCHOOL COUNSELORS: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a. Demonstrating knowledge of counseling theory and techniques	1a. ♦ Counselor demonstrates little understanding of counseling theory and techniques.	1a. ♦ Counselor demonstrates basic understanding of counseling theory and techniques.	1a. ♦ Counselor demonstrates understanding of counseling theory and techniques.	1a. ♦ Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1b. Demonstrating knowledge of child and adolescent development	1b. ♦ Counselor displays little or no knowledge of child and adolescent development.	1b. ♦ Counselor displays partial knowledge of child and adolescent development.	1b. ♦ Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exception to the general patterns.	1b. ♦ In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
1c. Establishing goals for the counseling program appropriate to the setting and the students served	1c. ♦ Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	1c. ♦ Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and to the age of the students.	1c. ♦ Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students,	1c. ♦ Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	1d. ♦ Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	1d. ♦ Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	1d. ♦ Counselor's displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	1d. ♦ Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e. Planning the counseling program, integrated with the regular school program	1e. ♦ Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	1e ♦ Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	1e. ♦ Counselor has developed a plan that includes the important aspects of counseling in the setting.	1e. ♦ Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f. Designing a plan to evaluate the counseling program	1f. ♦ Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	1f. ♦ Counselor has a rudimentary plan to evaluate the counseling program.	1f. ♦ Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	1f. ♦ Counselor's evaluation plan is highly sophisticated with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 – SCHOOL COUNSELORS: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a. Creating an environment of respect and rapport	2a. ♦ Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	2a. ♦ Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	2a. ♦ Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	2a. ♦ Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
2b. Establishing a culture of productive communication	2b. ♦ Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	2b. ♦ Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	2b. ♦ Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	2b. ♦ The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
2c. Managing routines and procedures	2c. ♦ Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	2c. ♦ Counselor has rudimentary and partially successful routines for the counseling center or classroom.	2c. ♦ Counselor's routines for the counseling center or classroom work effectively.	2c. ♦ Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
2d. Establishing standards of conduct and contributing to the culture for student behavior throughout the school	2d. ♦ Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	2d. ♦ Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	2d. ♦ Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school	2d. ♦ Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e. Organizing physical space	2e. ♦ The physical environment is in disarray or is inappropriate to the planned activities.	2e. ♦ Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	2e. ♦ Counseling center or classroom arrangements are inviting and conducive to the planned activities.	2e. ♦ Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

DOMAIN 3 – SCHOOL COUNSELORS: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a. Assessing student needs	3a. ♦ Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	3a. ♦ Counselor's assessments of student needs are perfunctory.	3a. ♦ Counselor assesses student needs and knows the range of student needs in the school.	3a. ♦ Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	3b. ♦ Counselor's program is independent of identified student needs.	3b. ♦ Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	3b. ♦ Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	3b. ♦ Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
3c. Using counseling techniques in individual and classroom programs	3c. ♦ Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	3c. ♦ Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	3c. ♦ Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	3c. ♦ Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
3d. Brokering resources to meet needs	3d. ♦ Counselor does not make connections with other programs in order to meet student needs.	3d. ♦ Counselor's efforts to broker services with other programs in the school are partially successful.	3d. ♦ Counselor brokers with other programs within the school or district to meet student needs.	3d. ♦ Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e. Demonstrating flexibility and responsiveness	3e. ♦ Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	3e. ♦ Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	3e. ♦ Counselor makes revision in the counseling program when they are needed.	3e. ♦ Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 – SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a. Reflecting on practice	4a. ♦ Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	4a ♦ Counselor’s reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	4a ♦ Counselor’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	4a. ♦ Counselor’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
4b. Maintaining records and submitting them in a timely fashion	4b. ♦ Counselor’s reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	4b ♦ Counselor’s reports, records, and documentation are generally accurate but are occasionally late.	4b. ♦ Counselor’s reports, records, and documentation are accurate and are submitted in a timely manner.	4b. ♦ Counselor’s approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c. Communicating with families	4c. ♦ Counselor provides no information to families, either about the counseling program as a whole or about individual students.	4c. ♦ Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	4c. ♦ Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	4c. ♦ Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
4d. Participating in a professional community	4d. ♦ Counselor’s relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	4d. ♦ Counselor’s relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	4d. ♦ Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	4d. ♦ Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e. Engaging in professional development	4e. ♦ Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	4e. ♦ Counselor’s participation in professional development activities is limited to those that are convenient or are required.	4e. ♦ Counselor seeks out opportunities for professional development based on an individual assessment of need.	4e. ♦ Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f. Showing professionalism	4f. ♦ Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	4f. ♦ Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	4f. ♦ Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	4f. ♦ Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

DOMAIN 1 FOR INSTRUCTIONAL SPECIALISTS: PLANNING AND PREPARATION

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

DOMAIN 2 FOR INSTRUCTIONAL SPECIALISTS: THE ENVIRONMENT

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

DOMAIN 3 FOR INSTRUCTIONAL SPECIALISTS: DELIVERY OF SERVICE

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

DOMAIN 4 FOR INSTRUCTIONAL SPECIALISTS: PROFESSIONAL RESPONSIBILITIES

	UNSATISFACTORY	NOVICE/NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a: Reflecting on practice	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b: Preparing and submitting budgets and reports	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
4c: Coordinating work with other instructional specialists	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.
4d: Participating in a professional community	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
4f: Showing professionalism, including integrity and confidentiality	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

DOMAIN 1 – LIBRARY-MEDIA SPECIALISTS: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a. Demonstrating knowledge of literature and current trends in library/media practice and information technology	1a. ♦ Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	1a. ♦ Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	1a. ♦ Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	1a. ♦ Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
1b. Demonstrating knowledge of the school's program and student information needs within that program	1b. ♦ Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	1b. ♦ Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	1b. ♦ Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	1b. ♦ 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.
1c. Establishing goals for the library/media program appropriate to the setting and the students served	1c. ♦ 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.	1c. ♦ 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.	1c. ♦ 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.	1c. ♦ 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.
1d. Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan	1d. ♦ 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.	1d. ♦ 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.	1d. ♦ 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.	1d. ♦ 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.
1e. Planning the library/media program integrated with the overall school program	1e. ♦ Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	1e. ♦ 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.	1e. ♦ Library/media specialist's plan is well designed to support both teachers and students in their information needs.	1e. ♦ 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.
1f. Developing a plan to evaluate the library/media program	1f. ♦ Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	1f. ♦ Library/media specialist has a rudimentary plan to evaluate the library/media program.	1f. ♦ 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.	1f. ♦ 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.

DOMAIN 2 – LIBRARY-MEDIA SPECIALISTS: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a. Creating an environment of respect and rapport	2a. ♦ 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.	2a. ♦ Interactions, both between the library/media specialist and student 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.	2a. ♦ Interactions, both between the library/media specialist and students are 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.	2a. ♦ 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.
2b. Establishing a culture for investigation and love of literature	2b. ♦ Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	2b. ♦ Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	2b. ♦ Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	2b. ♦ 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.
2c. Establishing and maintaining library procedures	2c. ♦ Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either non-existent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	2c. ♦ Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	2c. ♦ Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	2c. ♦ Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.
2d. Managing student behavior	2d. ♦ 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.	2d. ♦ 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.	2d. ♦ 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.	2d. ♦ 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.
2e. Organizing physical space to enable smooth flow	2e. ♦ 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.	2e. ♦ Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	2e. ♦ Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	2e. ♦ 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.

DOMAIN 3 – LIBRARY-MEDIA SPECIALISTS: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a. Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	3a. ♦ 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.	3a. ♦ 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.	3a. ♦ 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	3a. ♦ 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.
3b. Collaborating with teachers in the design of instructional units and lessons	3b. ♦ Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	3b. ♦ Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	3b. ♦ Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	3b. ♦ Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3c. Engaging students in enjoying literature and in learning information skills	3c. ♦ Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	3c. ♦ 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.	3c. ♦ Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	3c. ♦ Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
3d. Assisting students and teachers in the use of technology in the library/media center	3d. ♦ Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	3d. ♦ Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	3d. ♦ Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	3d. ♦ Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
3e. Demonstrating flexibility and responsiveness	3e. ♦ Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	3e. ♦ Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	3e. ♦ Library/media specialist makes revisions to the library/media program when they are needed.	3e. ♦ 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.

DOMAIN 4 – LIBRARY-MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a. Reflecting on practice	4a. ♦ Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	4a ♦ 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.	4a ♦ 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.	4a. ♦ 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.
4b. Preparing and submitting reports and budgets	4b. ♦ Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	4b ♦ Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports and sometimes submitted on time.	4b. ♦ Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	4b. ♦ Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
4c. Communicating with the larger community	4c. ♦ Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	4c. ♦ Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	4c. ♦ Library/media specialist engages in outreach efforts to parents and the larger community.	4c. ♦ Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
4d. Participating in a professional community	4d. ♦ 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.	4d. ♦ Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	4d. ♦ Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	4d. ♦ Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e. Engaging in professional development	4e. ♦ Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	4e. ♦ Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	4e. ♦ Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	4e. ♦ Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f. Showing professionalism	4f. ♦ Library/media specialist displays dishonesty in interactions with colleagues, students, and the public, violates copyright laws.	4f. ♦ Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	4f. ♦ Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	4f. ♦ 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.

Domain 1: School Nurse - Organizational Skills/Planning & Preparation

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a. Time Management	School nurse does not demonstrate any time management skills. Work is not completed.	School nurse exhibits some time management skills. Some work is completed. Reminders are needed.	School nurse exhibits time management skills, attends meetings and gets reports and work completed.	School nurse exhibits strong time management skills. Work is reliably completed. Is reliable to attend meetings and other activities.
1b. Preparation & Planning	School nurse shows no professional preparation or planning.	School nurse shows some professional preparation and planning in some areas as described by best practices of the NASN.	School nurse often shows professional preparation and planning as described by best practices of the NASN.	School nurse shows professional preparation and planning at all times as described by the best practices of the NASN.
1c. Completes Tasks	Tasks are not done or are done late.	Tasks are done with reminders or inconsistently.	Tasks are completed in a timely manner.	Tasks are consistently done on time or early.
1d. Maintains Records	Health records are not updated in the folder or in the computer with current health information, student contacts, and immunization records.	Health records are generally completed but updated information is absent. Updated information is needed in the computer files.	Health records are maintained in the folder and on computer files.	Health records are maintained and updated regularly with clear expectations both on the computer and in folders.
1e. Implements Policies, Programs & Procedures	School nurse does not develop or implement health policies, programs, and procedures and shows no knowledge of district health services protocols, policies, and procedures.	School nurse implements and shows some understanding of existing health policies, programs, and procedures.	School nurse implements health policies, programs, and procedures and contributes to the development of new health policies, programs, and procedures.	School nurse displays thorough knowledge of health services protocols, policies, and procedures and evaluates effectiveness on an ongoing basis.
1f. Identifies Student Health/Medical Needs	School nurse demonstrates little knowledge identifying student health/medical needs and does not develop programs.	School nurse demonstrates basic knowledge identifying student health/medical needs and may develop programs occasionally for routine needs.	School nurse demonstrates good knowledge identifying student health/medical needs and develops appropriate programs when needed.	School nurse demonstrates knowledge identifying student health/medical needs based on current research and is active in developing programs to meet needs.

Domain 2: School Nurse - Coordinating Functions/The Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a. Works Well with Staff	School nurse relationships with colleagues are absent, negative or self-serving.	School nurse maintains cordial relationships with colleagues to fulfill the duties that the school district requires.	School nurse relationships with colleagues demonstrate support and cooperation.	School nurse relationships with colleagues are characterized by support and cooperation. The school nurse takes initiative in assuming a leadership role regarding health issues.
2b. Provides Inservice Training	Health education inservice programs are not done.	Health education inservice programs are done when required but poorly planned and may fall short of program goals.	Health education inservice programs are well planned. Program goals are generally achieved.	School nurse actively creates inservice programs. They are extremely well planned, purposeful, and meet or exceed the program objectives/goals.
2c. Functions as Advocate for Students/Parents	School nurse is not aware of student/family needs.	School nurse is aware of some student/family needs and responds to some of those needs.	School nurse responds to student/family needs and advocates on their behalf.	School nurse is proactive in responding to student/family needs, seeking out resources when necessary to advocate for them.
2d. Is Available for Consultation	School nurse is unaware or does not respond to questions, interests, or concerns of student/family/staff.	School nurse responds to student/family/staff questions, interests, or concerns.	School nurse is knowledgeable and cooperative when consulted by student/family/staff.	School nurse is approachable and available in providing accurate information in consultation with student/family/staff.
2e. Identifies/Utilizes Community Support Services	School nurse is not aware of resources available through the school, district, or community.	School nurse is aware of some resources available through the school, district or community.	School nurse is aware of multiple resources available and is able to use them to meet the needs of students/family/staff.	School nurse is aware of school, district, and community resources to enhance health services.
2f. Provides Education for Student Health Needs	School nurse does not use the nursing process to make plans to contribute to the education of the student with special health needs.	School nurse uses basic knowledge of the nursing process to identify health needs. Plans are inadequate or are completed on very few students.	School nurse displays solid use of the nursing process and develops plans for most students with special health needs.	School nurse displays extensive knowledge of the nursing process with continuing pursuit of knowledge. Health plans are completed for all students needing them and are individualized and continually monitored.

Domain 3: School Nurse - Communication Skills/Delivery of Services

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a. Works Effectively with Staff	School nurse does not make staff aware of specific health concerns of their students.	School nurse is aware of specific student health concerns but does not communicate these concerns to teachers routinely.	School nurse alerts teachers to specific health concerns of some of their students.	School nurse alerts teachers of specific health concerns of a majority of their students. Health alerts are created and updated as needed.
3b. Participates in IEP Meetings	School nurse makes no effort to attend or share knowledge with other team members in IEP meetings.	School nurse attends IEP meetings but contributes in limited ways.	School nurse attends IEP meetings and does some assigned tasks and participates in sharing knowledge to contribute to the meeting.	School nurse attends IEP meetings and does required tasks. Nurse initiates the sharing of knowledge that contributes to the IEP meetings on an ongoing basis.
3c. Communicates Effectively	School nurse does not communicate with students, parents, staff and administrators.	School nurse responds to questions from students, parents, staff and administrators.	School nurse provides information to students, parents, staff and administrators as appropriate.	School nurse frequently provides information to students, parents, staff and administrators as appropriate. Communication reflects current needs of students and school environment.
3d. Maintains Confidentiality	School nurse is not alert to issues of confidentiality.	School nurse efforts to maintain confidentiality are inconsistent.	School nurse maintains confidentiality by releasing confidential information only to appropriate personnel with parent consent.	School nurse is highly proactive in maintaining confidentiality and educates others to remember the importance of confidentiality.
3e. Develops Rapport with Students	School nurse ignores students or has interactions that are negative, demeaning, sarcastic, or inappropriate to the individual student. Students exhibit disrespect for the nurse.	School nurse interactions with students are generally appropriate but may reflect occasional inconsistency or students exhibit minimal respect for the nurse.	School nurse interactions with students are generally friendly and demonstrate warmth, caring and respect for the nurse.	School nurse interactions are friendly and demonstrate warmth, caring and mutual respect in accordance with developmental and cultural norms.
3f. Communicates with Physicians & Pharmacists	School nurse does not communicate with physicians or pharmacists.	School nurse communicates with physicians and pharmacists when necessary.	School nurse communicates with physicians and pharmacists in a professional manner for clarification of health matters.	School nurse initiates communications that are consistently high quality, clearly expressive, and appropriate for intended recipient.

Domain 4: School Nurse - Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a. Pursues Professional Growth	School nurse engages in no professional development activities to enhance knowledge skills.	School nurse participates in professional activities to a limited extent when they are convenient.	School nurse seeks out opportunities for professional development and participates in professional growth opportunities to enhance nursing process knowledge.	School nurse seeks out opportunities for professional development and encourages other school nurses to seek further knowledge to enhance the nursing process.
4b. Understands Legal & Ethical Practice	School nurse exhibits a lack of knowledge regarding the Illinois Nurse Practice Act and the Illinois Board of Nursing Rules and Regulations.	School nurse is aware of the Illinois Nurse Practice Act and adheres to the Illinois Board of Nursing Rules and Regulations.	School nurse is aware of the Illinois Nurse Practice Act and adheres to the Illinois Board of Nursing Rules and Regulations. Duties are delegated as appropriate.	School nurse adheres to Illinois Nurse Practice Act and Illinois Board of Nursing Rules and Regulations. Additionally, school nurse follows the Practice Guidelines of the National Association of School Nursing. Delegation of duties are appropriate.
4c. Performs Duties in a Professional Manner	School nurse practices without reference to district health services policies and procedures.	School nurse is aware of district health services policies and procedures.	School nurse abides by district health services policies and procedures routinely.	School nurse abides by district health services policies and procedures. Nurse is also actively involved in policy development and revision.
4d. Participates in the Professional Community	School nurse rarely participates in the professional community and does not contribute to team efforts, committees, or collaborative work within the school or district.	School nurse participates in the professional community inconsistently and primarily when directed, with limited contribution to collaborative efforts, committees, or school/district initiatives.	School nurse regularly participates in the professional community by collaborating with colleagues, contributing to committees or teams, and supporting school or district initiatives.	School nurse is highly engaged in the professional community, frequently volunteering for committees and initiatives, making meaningful contributions, and often assuming leadership roles within school or district initiatives.

4e. Presents Growth & Development Programs	School nurse does not provide health education to individuals, groups, or classrooms and does not support health instruction within the school setting.	School nurse provides limited health instruction and does so inconsistently, with minimal proactive planning or integration into classroom or group learning opportunities.	School nurse provides developmentally appropriate health instruction to individuals, small groups, or classrooms, using sound instructional practices.	School nurse provides high-quality, developmentally appropriate, and thorough health instruction across settings
4f. Provides Health Counseling	School nurse does not provide health counseling, or it is of uniformly poor quality.	School nurse does provide health counseling but it is inconsistent in quality.	School nurse provides consistently high quality, individualized counseling to person or group.	School nurse provides consistently high quality, individualized counseling to person or group. Feedback provision is made for students, parents or staff.

Framework for Teaching – School Psychologist

Domain 1: Planning & Preparation				
Level of Performance				
Component	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1a: Demonstrates knowledge and skill in using psychological instruments to evaluate students	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist demonstrates limited knowledge and skill in using psychological instruments to evaluate students .	Psychologist uses 5-8 psychological instruments to evaluate students .	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
1b: Demonstrates knowledge of child and/or adolescent development	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates PARTIALLY EFFECTIVE knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
1c: Develops appropriate goals and learning strategies based on evaluations and diagnosis	Psychologist has no clear goals for the student or they are inappropriate based on the situation, evaluations or diagnosis.	Psychologist's goals for the student are rudimentary and are partially suitable to the situation, evaluations or age of the students.	Psychologist's goals for the student are clear and appropriate to the situation, age of the student and evaluations.	Psychologist's goals for the student are highly appropriate to the situation in the school, the age of the students, and the evaluations conducted. They have been developed following consultations with administrators and/or teachers.
1d: Collects appropriate information and writes reports containing all pertinent information	Written language is illegible and reports contain inappropriate or irrelevant information.	Written language is legible and used correctly. Vocabulary is correct, but limited. Reports contain mostly relevant information.	Written language is clear and correct and vocabulary is appropriate. Reports contain relevant, useful information.	Written language is correct, expressive and with well-chosen vocabulary. Avoids acronyms and jargon. Reports contain highly relevant and important information that leads to adequate decision-making.
1e: Demonstrates knowledge of district, state and federal guidelines	Psychologist demonstrates little or no knowledge of governmental regulations .	Psychologist displays limited awareness o f governmental regulations.	Psychologist displays thorough knowledge of governmental regulations .	Psychologist's knowledge of governmental regulations is extensive and comprehensive.
1f: Effectively assess student learning in the classroom	Psychologist does not monitor student learning.	Psychologist monitors progress of the class as a whole, but elicits no diagnostic information.	Psychologist monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Psychologist actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress

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Framework for Teaching – School Psychologist

				of individual students.
1g: Demonstrates knowledge of school and community resources	Psychologist shows little or no knowledge of resources for students available through the school or district.	The psychologist displays awareness of resources for students available through the school or district, but no knowledge of resources available more broadly.	The psychologist displays knowledge of resources for students available through the school or district, and some familiarity with resources external to the district.	The psychologist's knowledge of resources for students is extensive, including those available through the school or district and in the community.
1h: Creates appropriate functional behavior analysis and effective behavior plans	Psychologist fails to conduct functional behavior analyses suitable to students, or interventions are mismatched with the findings of the functional behavior analysis.	Psychologist's behavior plans for students are partially suitable for them or are sporadically aligned to the functional behavior analysis.	Psychologist's behavior plans for students are suitable for them and are aligned with the functional behavior analysis.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.

Framework for Teaching – School Psychologist

Domain 2: The Environment				
Level of Performance				
Component	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
2a: Establishes rapport with students	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable.	Psychologist's interactions are a mix of positive and negative, the social worker's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
2b: Creates an environment of respect and support conducive for positive IEP Team meetings.	Psychologist makes no attempt to establish a culture for productive communication, respect and support.	Psychologist's attempts to promote a culture of respect and support are partially successful.	Psychologist promotes respect and support conducive for positive IEP meetings among parents, students and teachers.	The culture for productive and respectful communication between and among parents, students and teachers, while guided by the psychologist, is maintained by the teachers and students.
2c: Organizes testing environment according to the established standards	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

Framework for Teaching – School Psychologist

Domain 3: Delivery of Service				
Level of Performance				
Component	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
3a: Contributes interventions and strategies to the I&RS process	Psychologist fails to contribute to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's contributions to plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's contributions to plans for students are suitable for them and are aligned with identified needs.	Psychologist contributes to comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3b: Responds to inquiries and referrals; consults with teachers and administrators	Psychologist fails to consult with colleagues or to tailor assessments to the questions raised in the referral.	Psychologist consults with colleagues on a sporadic basis, making partially successful attempts to tailor assessments to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring assessments to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
3c: Manages case load effectively	Psychologist fails to schedule annual reviews and re-evaluations according to regulatory guidelines; IEP's show very little revision one year to the next.	Psychologist schedules annual reviews and re-evaluations according to regulatory timelines; PLAAFP and goal information is usually updated.	Psychologist schedules annual reviews and re-evaluations according to regulatory timelines; ensures all PLAAFP and goal information is updated; reviews student progress and makes changes accordingly	Annual reviews and re-evaluations are scheduled well in advance to allow time for collaborative PLAAFP and goals; student progress is reviewed frequently and adjustments are made according to the data collected.
3d: Communicates with parents and families; establishes a rapport with families on the case load	Psychologist declines to maintain contact with families.	Psychologist maintains occasional contact with parents/families.	Psychologist maintains ongoing contact with parents/families.	Psychologist maintains ongoing contact with parents/families and frequently initiates contact; families seek out the psychologist, demonstrating a high degree of comfort and trust.
3e: Demonstrates flexibility in response to student needs	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the plan or program when confronted with evidence of the need for change.	Psychologist makes revisions in the plan or program when it is needed.	Psychologist is continually seeking ways to improve the plan or program and makes changes as needed in response to student, parent or teacher input.
3f: Implements IEP goals and objectives	Psychologist is not alert to students' needs.	Psychologist's attempts to serve students are inconsistent.	Psychologist is active in serving students.	Psychologist is highly proactive in serving students, seeking out resources when needed.

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3g: Demonstrates familiarity with students on case load	Psychologist does not assess student needs and displays no awareness of students on case load.	Psychologist does not assess student needs, but displays limited awareness of students on case load.	Psychologist demonstrates awareness of students on case load and effectively assesses their needs.	Psychologist demonstrates keen awareness of students on case load, accurately assesses their needs and contributes to program planning.
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Framework for Teaching – School Psychologist

Domain 4: Professional Responsibilities				
Level of Performance				
Component	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
4a: Demonstrates professional demeanor	Psychologist displays dishonesty in interactions with colleagues, students and the public; violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students and the public; plays a moderate advocacy role for students and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public; advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity and confidentiality and to advocate for students, taking leadership role with colleagues.
4b: Maintains accurate records according to state and federal regulations and guidelines	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized and stored in a secure location.	Psychologist's records are accurate and legible, well organized and stored in a secure location. They are written to be understandable to another qualified professional.

Framework for Teaching – School Social Worker

Domain 1: Planning & Preparation				
Level of Performance				
Component	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1a: Demonstrates knowledge and skills with social assessments and social and family dynamics	Social worker demonstrates little or no knowledge and skill in conducting social assessments.	Social worker demonstrates limited knowledge and skill in conducting social assessments and family dynamics.	Social worker demonstrates knowledge and skills with social assessments and is cognizant of family dynamics.	Social worker demonstrates exceptional knowledge and skills with social assessments and carefully considers family dynamics.
1b: Demonstrates knowledge of child and/or adolescent development	Social worker demonstrates little or no knowledge of child and adolescent development.	Social worker demonstrates basic knowledge of child and adolescent development.	Social worker demonstrates thorough knowledge of child and adolescent development.	Social worker demonstrates extensive knowledge of child and adolescent development and knows variations of the typical patterns and sequences.
1c: Demonstrates knowledge of district, state and federal guidelines	Social worker demonstrates little or no knowledge of governmental regulations .	Social worker displays limited awareness o f governmental regulations.	Social worker displays thorough knowledge of governmental regulations .	Social worker's knowledge of governmental regulations is extensive and comprehensive.
1d: Demonstrates knowledge of family resources both within and beyond school and district	Social worker shows little or no knowledge of resources for students available through the school or district.	The social worker displays awareness of resources for students available through the school or district, but no knowledge of resources available more broadly.	The social worker displays knowledge of resources for students available through the school or district, and some familiarity with resources external to the district.	The social worker's knowledge of resources for students is extensive, including those available through the school or district and in the community.

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Domain 2: The Environment				
Level of Performance				
Component	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
2a: Establishes rapport with students	Social worker's interactions with students are negative or inappropriate; students appear uncomfortable.	Social worker's interactions are a mix of positive and negative, the social worker's efforts at developing rapport are partially successful.	Social worker's interactions with students are positive and respectful; students appear comfortable.	Students seek out the social worker, reflecting a high degree of comfort and trust in the relationship.
2b: Organizes time effectively	Social worker exercises poor judgment in setting priorities, resulting in confusion, missed deadlines and conflicting schedules.	Social worker's time-management skills are moderately developed; essential activities are carried out, but not always in the most efficient manner.	Social worker exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Social worker demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: Creates comfortable environment conducive to team and parent collaboration.	Social worker makes no attempt to establish a culture for team work and collaboration.	Social worker's attempts to establish an environment conducive to team work and collaboration are partially successful.	Social worker promotes a culture of team work and collaboration throughout the school.	Social worker maintains an environment of team work and collaboration with staff, students and parents as well as throughout the community.

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Domain 3: Delivery of Service				
Level of Performance				
Component	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
3a: Responds to referrals; consults with teacher and administrators	Social worker fails to consult with colleagues or to tailor assessments to the questions raised in the referral.	Social worker consults with colleagues on a sporadic basis, making partially successful attempts to tailor assessments to the questions raised in the referral.	Social worker consults frequently with colleagues, tailoring assessments to the questions raised in the referral.	Social worker consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
3b: Manages case load effectively	Social worker fails to schedule annual reviews and re-evaluations according to regulatory guidelines; IEP's show very little revision one year to the next.	Social worker schedules annual reviews and re-evaluations according to regulatory timelines; PLAAFP and goal information is usually updated.	Social worker schedules annual reviews and re-evaluations according to regulatory timelines; ensures all PLAAFP and goal information is updated; reviews student progress and makes changes accordingly	Annual reviews and re-evaluations are scheduled well in advance to allow time for collaborative PLAAFP and goals; student progress is reviewed frequently and adjustments are made according to the data collected.
3c: Conducts individual and group counseling to meet the needs of students	Social worker has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Social worker displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Social worker uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Social worker uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
3d: Contributes interventions and strategies during meetings	Social worker fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Social worker's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Social worker's plans for students are suitable for them and are aligned with identified needs.	Social worker develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3e: Demonstrates familiarity with students on case load	Social worker does not assess student needs and displays no awareness of students on case load.	Social worker does not assess student needs, but displays limited awareness of students on case load.	Social worker demonstrates awareness of students on case load and effectively assesses their needs.	Social worker demonstrates keen awareness of students on case load, accurately assesses their needs and contributes to program planning.
3f: Establishes working relationships with parents/families.	Social worker declines to maintain contact with families.	Social worker maintains occasional contact with parents/families.	Social worker maintains ongoing contact with parents/families.	Social worker maintains ongoing contact with parents/families and frequently initiates contact.

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Domain 4: Professional Responsibilities				
Level of Performance				
Component	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
4a: Demonstrates professional demeanor	Social worker displays dishonesty in interactions with colleagues, students and the public; violates principles of confidentiality.	Social worker is honest in interactions with colleagues, students and the public; plays a moderate advocacy role for students and does not violate confidentiality.	Social worker displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public; advocates for students when needed.	Social worker can be counted on to hold the highest standards of honesty, integrity and confidentiality and to advocate for students, taking leadership role with colleagues.
4b: Maintains accurate records according to state code and guidelines	Social worker's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Social worker's records are accurate and legible and are stored in a secure location.	Social worker's records are accurate and legible, well organized and stored in a secure location.	Social worker's records are accurate and legible, well organized and stored in a secure location. They are written to be understandable to another qualified professional.

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Therapeutic Specialist Evaluation

PROFESSIONAL PRACTICES OF THERAPEUTIC SPECIALIST FOR DOMAIN 1: PLANNING AND PREPARATION				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license.	Therapist demonstrates little or no knowledge and skill in the therapy area; does not hold or maintain the necessary certificate or license.	Therapist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Therapist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Therapist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
Evidence:				
1b: Establishing goals for the therapy program appropriate to the setting and the students served.	Therapist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Therapist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Therapist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Therapist'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.
Evidence:				
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines.	Therapist demonstrates little or no knowledge of special education laws and procedures.	Therapist demonstrates basic knowledge of special education laws and procedures.	Therapist demonstrates thorough knowledge of special education laws and procedures.	Therapist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
Evidence:				
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Therapist demonstrates little or no knowledge of resources for students available through the school or district.	Therapist demonstrates basic knowledge of resources for students available through the school or district.	Therapist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Therapist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
Evidence:				
1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students.	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Therapist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Therapist has developed a plan that includes the important aspects of work in the setting.	Therapist's plan is highly coherent and preventative and serves to support students individually, within the broader educational program.

Therapeutic Specialist Evaluation

Evidence:				
1f: Developing a plan to evaluate the therapy program.	Therapist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Therapist has a rudimentary plan to evaluate the therapy program.	Therapist'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.	Therapist's evaluation plan is highly sophisticated with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Evidence:				
PROFESSIONAL PRACTICES OF THERAPEUTIC SPECIALIST FOR DOMAIN 2: THE ENVIRONMENT				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a: Establishing rapport with students	Therapist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Therapist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially established.	Therapist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the therapist, reflecting a high degree of comfort and trust in the relationship.
Evidence:				
2b: Organizing time effectively	Therapist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Therapist's time-management skills are moderately well-developed; essential activities are carried out, but not always in the most efficient manner.	Therapist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Therapist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
Evidence:				
2c: Establishing and maintaining clear procedures for referrals.	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Therapist has established procedure for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
Evidence:				

Therapeutic Specialist Evaluation

2d: Establishing standards of conduct in the treatment center	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Therapist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Therapist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Therapist's monitoring of students is subtle and preventative, and students engage in self-monitoring of behavior.
Evidence:				
2e: Organizing physical space for testing of students and providing therapy	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.
Evidence:				
PROFESSIONAL PRACTICES OF THERAPEUTIC SPECIALIST FOR DOMAIN 3: DELIVERY OF SERVICE				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a: Responding to referrals and evaluating student needs	Therapist fails to respond to referrals or makes hasty assessments of student needs.	Therapist responds to referrals when pressed and makes adequate assessments of student needs.	Therapist responds to referrals and makes thorough assessments of student needs.	Therapist is proactive in responding to referrals and makes highly competent assessments of student needs.
Evidence:				
3b: Developing and implementing goals and benchmarks to maximize students' success	Therapist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Therapist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Therapist's plans for students are suitable for them and are aligned with identified needs.	Therapist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
Evidence:				
3c: Communicating with families	Therapist fails to communicate with families and secure necessary	Therapist's communication with families is partially successful; permissions are obtained, but	Therapist communicates with families and secures necessary permission for evaluations,	Therapist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic

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	permission for evaluations or communicates in an insensitive manner.	there are occasional insensitivities to cultural and linguistic traditions.	doing so in a manner sensitive to cultural and linguistic traditions.	traditions. Therapist reaches out to families of students to enhance trust.
Evidence:				
3d: Collecting information; writing reports	Therapist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Therapist 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.	Therapist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Therapist is proactive in collecting important information, interviewing teachers and parents, if necessary; reports are accurate and clearly written and are tailored for the audience.
Evidence:				
3e: Demonstrating flexibility and responsiveness	Therapist adheres to the plan or program, in spite of evidence of its inadequacy.	Therapist makes modest changes in the treatment program when confronted with evidence of the need for change.	Therapist makes revisions in the treatment program when they are needed.	Therapist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.
Evidence:				
PROFESSIONAL PRACTICES OF THERAPEUTIC SPECIALIST FOR DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
LEVEL OF PERFORMANCE				
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a: Reflecting on practice	Therapist does not reflect on practice, or the reflections are inaccurate or self-serving.	Therapist reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Therapist reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Therapist makes some specific suggestions as to how the therapy program might be improved.	Therapist reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Therapist draws on an extensive repertoire to suggest alternative strategies.
Evidence:				
4b: Collaborating with teachers and administrators	Therapist is not available to staff for questions and planning and declines to provide background material when requested.	Therapist is available to staff for questions and planning and provides background material when requested.	Therapist initiates contact with teachers and administrators to confer regarding individual cases.	Therapist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
Evidence:				

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4c: Maintaining an effective data-management system	Therapist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Therapist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Therapist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Therapist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Therapist uses the system to communicate with team members and parents.
Evidence:				
4d: Participating in a professional community	Therapist relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Therapist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Therapist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Therapist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
Evidence:				
4e: Engaging in Professional development	Therapist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Therapist's participation in professional development activities is limited to those that are convenient or are required.	Therapist seeks out opportunities for professional development based on an individual assessment of need.	Therapist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Evidence:				
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Therapist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Therapist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Therapist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Therapist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
Evidence:				