

PEER LEADER
DOMAIN 1: PLANNING AND PREPARATION

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of the peer leader role and professional development	Peer leader demonstrates little or no familiarity with the peer leader role and trends in professional development.	Peer leader demonstrates basic familiarity with the peer leader role and trends in professional development.	Peer leader demonstrates thorough knowledge of the peer leader role and trends in professional development.	Peer leader's knowledge of the peer leader role and trends in professional development is Extensive.
1a.CP: Knowledge and use of achievement data across demographic groups *priority SEP	The Peer Leader reviews student achievement data but inconsistently considers demographic differences such as race, ethnicity, or home language when analyzing data or planning instruction.	The Peer Leader considers disaggregated data by race, ethnicity, and home language during planning and occasionally adjusts instruction based on patterns in student performance.	The Peer Leader consistently analyzes and uses disaggregated student achievement data to inform instruction, identifying and responding to group and individual learning needs.	The Peer Leader, independently and in collaboration with colleagues, gathers and uses a variety of student data—including disaggregated academic, behavioral, and demographic data—to evaluate learning outcomes and adjust instruction.
1b: Demonstrating knowledge of the district's program	Peer leader demonstrates little or no knowledge of the district's Q Comp program.	Peer leader demonstrates basic knowledge of the district's Q Comp program.	Peer leader demonstrates thorough knowledge of the district's Q Comp program.	Peer leader demonstrates thorough knowledge of the district's Q Comp program and works to shape its future direction.
1b.CP: Knowledge of students' cultures and application across content *priority SEP	The Peer Leader demonstrates limited knowledge of licensed professional's cultural backgrounds and infrequently connects content to licensed professional's lived experiences. The Peer Leader rarely incorporates licensed professional's cultural backgrounds into classroom	The Peer Leader acknowledges licensed professional's cultural backgrounds and occasionally integrates these into planning. The Peer Leader occasionally acknowledges licensed professional's cultural backgrounds in relation to classroom	The Peer Leader plans content and instruction that reflects licensed professional's cultures and backgrounds, using culturally responsive strategies to support learning goals. The Peer Leader creates opportunities for licensed professionals to make connections between	The Peer Leader consistently uses an asset-based lens and culturally responsive practices to support each licensed professional's learning goals through planning and preparation. The Peer Leader engages licensed professionals in reflecting on their cultural backgrounds

	discussions or instruction related to academic performance.	content and performance.	their cultural backgrounds and academic learning.	and academic performance.
1c: Establishing goals for professional development appropriate to the peer leader	Peer leader has no clear goals for professional development, or they are inappropriate to either the situation or the needs of staff.	Peer leader goals for professional development are rudimentary and are partially suitable to the situation and the needs of staff.	Peer leader goals for professional development are clear and suitable to the situation and the needs of staff.	Peer leader goals for professional development are highly appropriate to the situation and the needs of staff. Peer leader continues to seek out challenging new goals.
1d: Demonstrating knowledge of cognitive coaching	Peer leader does not understand cognitive coaching and does not seek out such information in planning and preparation.	Peer leader recognizes the value of cognitive coaching, but this knowledge is limited, outdated, or not used in planning and preparation.	Peer leader demonstrates knowledge of cognitive coaching with conscious effort. Peer leader applies this knowledge in planning and preparation to his/her caseload as a whole or to groups of his/her caseload.	Peer leader displays extensive understanding of cognitive coaching with automaticity and applies this knowledge in planning and preparation to individual members of his/her caseload.
1d:CP: Multicultural content integration	Peer leader does not seek multicultural resources and rarely integrates multiple perspectives to strengthen the core curriculum and engage all learners.	Peer leader occasionally integrates multicultural resources and multiple perspectives to strengthen the core curriculum and engage all learners.	Peer leader consistently integrates multicultural resources into the core curriculum to engage students in multiple perspectives.	Peer leader consistently embeds multicultural content and multiple perspectives into the core curriculum to engage students in reflecting upon their personal cultural experience/ background in relation to the curriculum.
1e: Demonstrating knowledge of the Danielson Framework	Peer leader does not understand the Danielson Framework and does not seek out such information in planning and preparation.	Peer leader recognizes the value of the Danielson Framework, but this knowledge is limited, outdated, or not used in planning and preparation.	Peer leader demonstrates knowledge of the Danielson Framework with conscious effort. Peer leader applies this knowledge in planning and preparation to	Peer leader displays extensive understanding of the Danielson Framework with automaticity and applies this knowledge in planning and

			his/her caseload as a whole or to groups of his/her caseload.	preparation to individual members of his/her caseload.
<i>1f: Preparing for use of cognitive coaching and the Danielson Framework to promote reflection and thinking: -questioning -wait time -paraphrasing</i>	Peer leader does not prepare with cognitive coaching techniques or the Danielson Framework to help staff acquire skills in reflection, decision-making, and problem solving.	Peer leader minimally prepares with cognitive coaching techniques and the Danielson Framework to help staff acquire skills in reflection, decision-making, and problem solving.	Peer leader prepares with a range of cognitive coaching techniques and the Danielson Framework to help staff exercise skills in reflection, decision making, and problem solving,	Peer leader prepares with an extensive range of cognitive coaching techniques and the Danielson Framework to help staff exercise skills in reflection, decision-making, and problem solving.

PEER LEADER
DOMAIN 2: THE ENVIRONMENT

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport using the rapport tools and the set asides Rapport tools: <ul style="list-style-type: none"> • posture • gestures • tonality • language • breathing Set asides: <ul style="list-style-type: none"> • autobiographical • inquisitive • solution listening 	Peer leader interactions with some staff are negative or inappropriate because the tools or rapport and set-asides are not used or are used inconsistently.	Peer leader interactions with staff are generally appropriate, but may reflect occasional inconsistencies, disregard for staff cultures, or inconsistent use of the tools of rapport and set-asides.	Peer leader interactions with staff are courteous, caring, and respectful, including consistent use of the tools of rapport and set-asides.	Peer leader demonstrates genuine caring and respect for staff. Interactions are appropriate to professional norms. Tools or rapport and set-asides are used with automaticity.
2a:CP: Culturally responsive classroom relationships and expectations *priority SEP	The Peer Leader makes limited attempts to create an inclusive or welcoming environment. Relationships with licensed professionals are generally respectful but may not reflect an understanding of licensed professional's diverse backgrounds or individual needs. Expectations for licensed professionals are uneven or unclear.	The Peer Leader creates a respectful and positive classroom environment and shows emerging efforts to affirm licensed professional's diverse identities. The Peer Leader builds relationships with licensed professionals that reflect care and interest, and is developing consistency in setting high expectations for all licensed professionals.	The Peer Leader intentionally fosters an inclusive and respectful environment where licensed professional's identities and backgrounds are affirmed. The Peer Leader builds strong, culturally responsive relationships with licensed professionals, communicates high expectations, and works to ensure each licensed professional is seen, valued, and supported.	The Peer Leader co-creates a welcoming and inclusive environment in partnership with licensed professionals that affirms and reflects the diversity of their identities. The Peer Leader's relationships with licensed professionals reflect cultural understanding, mutual trust and respect, and high expectations for each individual licensed professionals.
2b: Establishing a relationship for ongoing	Peer leader conveys the sense that the work of	Peer leader communicates the importance of the	Peer leader's relationships promote an	Consistently responsive to the needs of the staff,

<i>instructional/professional improvement</i>	instructional and professional improvement is externally mandated, and is not important to district improvement.	instructional/professional improvement concept, but with little conviction. Interactions convey inconsistent expectations for staff.	environment of professional inquiry in which staff consistently improves their skills.	peer leader has established relationships that nurture an environment of professional inquiry in which staff initiate instructional and/or professional practices to improve their skills.
<i>2c: Establishing clear procedures to facilitate staff access to instructional and/or professional support</i>	When staff wants to access assistance through the peer leader, they are not sure how to go about it.	Some procedures for gaining access to support are clear to staff, whereas others are not.	Peer leader facilitates access for staff who wishes to use support. Procedures are clear and consistent.	Procedures for access to support are clear and facilitated by the peer leader, following collaboration between him/her and staff.
<i>2d: Establishing and maintaining professional interactions</i>	Peer leader is not responsive to the needs of staff.	Peer leader is sometimes responsive to the needs of staff. Interactions are usually handled in a timely manner.	Peer leader is available and responsive to the needs of staff. Interactions are completed in a timely manner.	Peer leader initiates interactions with his/her caseload and is consistently responsive to the needs of staff.
<i>2e: Support functions: Coach, consult, collaborate, and evaluate</i>	Peer leader does not function primarily as a coach, moving into the other functions quickly.	Peer leader operates as a coach, but moves into the other support functions occasionally.	Peer leader is aware of the support functions, but remains in the coaching function consciously.	Peer leader is aware of the support functions, but functions as a coach with automaticity.
<i>2e:CP: Physical classroom environment</i>	Environment reflects a single culture and the teacher demonstrates little or no awareness of how the physical environment impacts student learning.	Environment reflects more than one culture and the teacher can provide general examples of how the physical environment influences student learning.	Design reflects the cultures of all students and the teacher can readily give specific examples of how the physical environment supports and enriches learning for all students.	Peer leader actively engages students in designing the classroom environment to reflect students' cultural experiences and backgrounds, which enriches learning for all students.

PEER LEADER
DOMAIN 3: DELIVERY OF SERVICE

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communication: <i>oral and written language</i>	Peer leader's oral and written language may be inappropriate, vague, and/or judgmental.	Peer leader's oral and written language is vague and unclear, but nonjudgmental.	Peer leader's oral and written language is clear, concise and nonjudgmental.	Peer leader's oral and written language is clear, concise, and expressive, with well-chosen vocabulary that enriches the communication.
3b: Questioning: <i>- invitational</i> <i>- engages specific cognitive operations</i> <i>- intentional</i>	Peer leader is not aware of the characteristics of mediative questioning. Staff's ability to reflect and self-evaluate is limited as a result.	Peer leader is aware of the characteristics of mediative questioning, but use is inconsistent. Staff is able to reflect and self-evaluate.	Peer leader consciously uses the characteristics of mediative questioning. Staff's ability to reflect and self-evaluate is enhanced.	Peer leader uses the characteristics of mediative questioning with automaticity. Staff's ability to reflect and self-evaluate is significantly enhanced.
3c: Pausing: <i>- after response</i> <i>- before questions</i>	Peer leader makes no use of pausing, and staff's ability to process and reflect during conversation is limited.	Peer leader is aware of pausing, but its use is inconsistent or not evident in practice. Staff is able to process and reflect during conversation.	Peer leader consciously uses pausing. Staff's ability to process and reflect is enhanced.	Peer leader uses pausing with automaticity. Staff's ability to process and reflect is significantly enhanced.
3c:CP:Differentiated instruction <i>*priority SEP</i>	The Peer Leader offers limited differentiation in instruction and does not consistently use cultural knowledge or achievement data to meet the needs of all licensed professionals.	The Peer Leader differentiates instruction to some extent but may not fully use cultural knowledge or achievement data to effectively design learning opportunities for all licensed professionals.	The Peer Leader consistently uses cultural knowledge and achievement data to differentiate instruction, offering learning opportunities that address the diverse needs of licensed professionals.	The Peer Leader consistently and accurately demonstrates cultural knowledge and uses achievement data to design and deliver culturally responsive, differentiated learning opportunities for licensed professionals. The Peer Leader offers multiple ways for licensed professionals to understand and demonstrate their knowledge.

3d: Paraphrasing: - <i>acknowledging</i> - <i>organizing</i> - <i>abstracting</i>	Peer leader makes no attempt to paraphrase, or staff's statements are not acknowledged.	Peer leader is aware of paraphrasing, but paraphrasing is inconsistent. Staff benefits minimally from peer leader's knowledge.	Peer leader consciously uses paraphrasing. Staff benefits from peer leader's use of paraphrasing.	Peer leader paraphrases with automaticity. Staff benefits significantly from peer leader's use or paraphrasing.
3e: Use of differentiated coaching: - <i>stage of teaching</i> - <i>area of specialization</i>	Peer leader is not aware of the need for differentiated coaching; staff cannot benefit.	Peer leader is aware of the need for differentiated coaching, but it is not evident in practice. Staff benefits minimally from peer leader's knowledge.	Peer leader consciously uses differentiated coaching strategies. Staff benefits from peer leader's use of differentiation.	Peer leader uses differentiated coaching strategies with automaticity. Staff benefits significantly from peer leader's use of differentiation.
3f: Use of states of mind	Peer leader is not aware of the states of mind; staff cannot benefit.	Peer leader is aware of the states of mind, but it is not evident in practice. Staff benefits minimally from peer leader's knowledge.	Peer leader consciously uses states of mind. Staff benefits from peer leader's knowledge.	Peer leader uses states of mind with automaticity. Staff benefits significantly from peer leader's knowledge.
3g: Structure of conversation maps" - <i>planning</i> - <i>reflecting</i> - <i>problem-resolving</i> - <i>timing of conference</i>	Peer leader is not aware of structure and timing. Conference has no clearly defined structure, or the timing of conference is too slow or rushed.	Peer leader is aware of conversation maps, but conference structure includes only some of the regions on the map. Timing if the conference is inconsistent.	Peer leader consciously uses the map. The conference has a clearly defined structure around which the techniques are organized. Timing of conference is generally appropriate.	Peer leader uses conversation maps with automaticity. The conference's structure is highly coherent, allowing for reflection and closure. Timing of the conference allows for maximum efficacy.
3h: Observation data collection	Peer leader is not able to collect accurate data related to the observation focus.	Peer leader collects data related to the observation focus with limited accuracy.	Peer leader collects accurate data related to the observation focus.	Peer leader collects accurate data using a wide range of skills and methods. The peer leader collects data that reflects the requests of the teacher and the observation focus.

PEER LEADER
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice	Peer leader does not reflect on practice and/or the reflections are inaccurate according to the data collected.	Peer leader's reflection on practice is moderately accurate. Peer leader is able to cite specific examples.	Peer leader's reflection provides an accurate and objective description of practice, citing specific examples.	Peer leader's reflection is highly accurate and perceptive, citing specific examples. Peer leader draws on an extensive repertoire of strategies to improve practice.
4a:CP: Patterns of cultural interaction	Peer leader demonstrates little or no interest/ability to understand how their own cultural assumptions and expectations have helped or hindered the success of students from different cultures.	Peer leader has awareness that their own cultural assumptions and expectations have helped or hindered the success of students from different cultures, but struggles to describe the impact.	Peer leader accurately describes instances when his/her cultural assumptions and expectations have helped or hindered the success of students from different cultures.	Peer leader accurately describes cultural assumptions and expectations that helped or hindered student success, and therefore, identifies future adjustments based on knowledge of students' cultures.
4b: Scheduling	Peer leader uses inconsistent and unreliable methods to schedule observations and meetings. Little flexibility is demonstrated to accommodate the professional needs of the staff. Scheduling is not always completed in a timely manner.	Peer leader schedules observations and meetings in a consistent manner. Not all meetings support the best interests of the staff's schedule or are done in a timely manner.	Peer leader schedules observations and meetings in a method that is convenient to staff and best supports their needs as professionals. Meetings are scheduled in a timely manner.	Peer leader schedules observations and meetings in a method that is convenient to staff and best supports their needs as professionals. The peer leader is flexible and responsive to individual planning styles. Meetings are scheduled in a timely manner.
4c: Maintaining accurate records	Peer leader's system for maintaining accurate records is ineffective. Record keeping is not transferable to another peer leader.	Peer leader's system for maintaining accurate records is rudimentary and partially effective. Record keeping is transferable to another peer leader with significant explanation.	Peer leader uses an organized system for maintaining accurate records that supports a clear summary of staff's professional growth and development. Record keeping is transferable to another peer leader	Peer leader uses effective systems for maintaining accurate records that support a clear summary of staff's professional growth and development. Record keeping is transferable to another peer leader

			with moderate explanation.	with minimal explanation.
4c:CP1: Communications with diverse families	Peer leader shows little interest to develop and use culturally proficient communication skills with diverse families.	Peer leader acknowledges the importance of effective culturally proficient communication skills and demonstrates interest in providing student information to families.	Peer leader consistently and effectively uses culturally proficient communication skills to build relationships with families and actively engages them in supporting their students' success in school.	Peer leader takes initiative and effectively uses culturally proficient communication and partners with diverse families to increase and enhance students' success in school.
4c:CP2: Use of communication support resources	Peer leader displays limited knowledge of building and district resources available to support communication with diverse families and/or avoids using these resources.	Peer leader displays a basic knowledge of available building and district resources to support communication with diverse families and uses them occasionally to facilitate communication with students and families.	Peer leader frequently uses available building and district resources to enhance communication with diverse students and families.	Peer leader consistently and effectively uses available building and district resources to enhance communications with diverse students and families. Peer leader is willing to support colleagues with understanding the available resources.
4d: Participating in a professional community of peer leaders	Peer leader avoids being involved in peer leader activities and programs, and his/her relationships with colleagues are negative or self-serving.	Peer leader participates in peer leader activities and programs when specifically requested, and his/her relationships with colleagues are cordial.	Peer leader participates actively in peer leader activities and programs and maintains a positive and productive relationship with colleagues.	Peer leader makes a substantial contribution to peer leader activities and programs and assumes a leadership role with colleagues.
4d:CP: Collegial dialogue	Peer leader demonstrates little or no understanding of the traits of cultural proficiency or the vocabulary to engage in collegial dialogue about its instructional implications.	Peer leader is gaining understanding of the traits of cultural proficiency and is beginning to engage in collegial dialogue about the relationship between cultural competence and instructional	Peer leader demonstrates solid understanding of the traits of cultural proficiency and regularly talks with colleagues about how these traits impact instructional practice and student achievement	Peer leader demonstrates extensive understanding of the traits of cultural proficiency and their relationship to student achievement, and seeks to facilitate collegial dialogue focused on

		effectiveness with all students.	through culturally responsive teaching .	improving instructional practice and student achievement through culturally responsive teaching.
4e: Engaging in professional development	Peer leader does not engage in professional development to enhance knowledge or skills	Peer leader participation in professional development activities is limited to those that are convenient or required.	Peer leader seeks out opportunities for professional development.	Peer leader seeks out opportunities for professional development and finds ways to integrate and share new knowledge and/or processes with others.
4e:CP1: Awareness of own culture	Peer leader is unfamiliar with their own cultural background and demonstrates little or no awareness of the relationship between the teacher's culture and student outcomes.	Peer leader demonstrates some knowledge of their own cultural background and acknowledges that a teacher's cultural background can have an impact on classroom practice and student success.	Peer leader demonstrates thorough understanding of their own personal cultural background and can clearly describe specific examples of how this background impacts classroom practice.	Peer leader demonstrates ongoing exploration of their own personal culture and actively seeks out input from colleagues, students, and parents from different cultures to assist in understanding the impact his/her personal culture has on classroom practice.
4e:CP2: Exposure to differences	Peer leader demonstrates little interest in learning about or engaging in activities that expose them to people or cultures different from their own.	Peer leader displays some interest in learning about or engaging in activities with different people and cultures and can occasionally give examples of having done so.	Peer leader seeks out experiences with diverse people and cultures and can demonstrate how these experiences influence their instructional practice.	Peer leader assumes a leadership role in creating culturally responsive learning opportunities for staff and engages colleagues in collaborative reflection on the implications for instructional practice.

4e:CP3: Culturally proficient staff development *priority SEP	The Peer Leader minimally engages in professional development related to cultural proficiency.	The Peer Leader participates in some cultural proficiency-related professional development but may not seek further learning opportunities.	The Peer Leader consistently engages in professional development related to cultural proficiency and applies learning to classroom practice.	The Peer Leader participates in professional development focused on building cultural proficiency, seeking opportunities to learn about the histories, struggles, intersectionality, and current contributions of historically marginalized groups, including Indigenous histories and languages.
4f: Demonstrating professional integrity and confidentiality	Peer leader displays dishonesty in interactions with colleagues or violates norms of confidentiality.	Peer leader is honest in interactions with colleagues, but occasionally needs reminders of norms of confidentiality.	Peer leader displays honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Peer leader holds the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.