

# Trigg County Public Schools

# Evaluation System of Certified Personnel



## EMPOWERING THE NEXT GENERATION

# TRIGG COUNTY PROFESSIONAL GROWTH And EVALUATION FOR CERTIFIED PERSONNEL

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# **Trigg County Public Schools' Professional Growth and Evaluation Plan of Certified Personnel**

## **Professional Growth and Evaluation Plan**

The vision for the Professional Growth and Evaluation of Certified Personnel is to have every student taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

## **Roles and Definitions**

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
8. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
9. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
10. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
  - a. Teachers and other professionals who are rated ineffective in professional
  - b. Principals who are rated ineffective in professional practice
11. **Instructional Day:** A student attendance day.
12. **Job Category:** A group or class of certified school personnel positions with closely related functions.
13. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
14. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
15. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
16. **Observer calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
17. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
18. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
19. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance.
20. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
21. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals



and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator the goals.

- 22. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
- 23. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
- 24. **Student Attendance Day:** An instructional day for students.
- 25. **Summative Evaluation:** Is defined by KRS 156.557(1) (b).
- 26. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

## CODE OF ETHICS

### 704 KAR 20:680

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

#### Section 1. Certified Personnel in the Commonwealth:

- 1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- 2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- 3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

#### To Students

- 1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
- 2. Shall respect the constitutional rights of all students;
- 3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
- 4. Shall not use professional relationships or authority with students for personal advantage;
- 5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
- 6. Shall not knowingly make false or malicious statements about students or colleagues;
- 7. Shall refrain from subjecting students to embarrassment or disparagement; and
- 8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

### **To Parents:**

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

### **To the Education Profession:**

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

### **Section 2.**

Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95; recodified from 704 KAR 20:680, 7-2-2002.)

# ***The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals***

The Kentucky Framework for Teaching is designed to support student achievement and professional practice through the domains of:

**Framework for Teaching**

Planning and Preparation  
Classroom Environment  
Instruction  
Professional Responsibilities

**Specialist Frameworks for Other Professionals**

Planning and Preparation  
Environment  
Instruction/Delivery of Service  
Professional Responsibilities

The Frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance; combining data from multiple sources of evidence across each domain.

For the purposes of the Trigg County Certified Evaluation Plan; the Kentucky Framework for Teaching will apply to traditional classroom teachers including; P.E., Music, Art, Gifted & Talented, Special Education, Response to Intervention, Alternative, World Language, Preschool and any other classroom based content teacher. Other Professionals using the Specialist Frameworks for Other Professionals include: Library Media Specialist, School Counselor, and Speech Pathologists.

The use of professional judgment based on multiple sources of evidence promotes a holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one domain, an educator’s number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

Evaluators must use the following categories of evidence in determining overall ratings:

**Required Sources of Evidence**

- Professional Growth Planning and Self-Reflection
- Observation

**Other sources of evidence may include:**

- Program review evidence
- Team developed curriculum units
- Lesson plans
- Communication logs
- Timely, targeted feedback from mini observations
- Student data records
- Student work
- Student formative and/or summative course evaluations/feedback

- Minutes from PLCs
- Teacher reflections and/or self-reflections
- Teacher interviews
- Teacher committee or team contributions
- Parent engagement surveys
- Records of student and /or teacher attendance
- Video lessons
- Action research
- Engagement in professional organizations
- Performance based measures with rubrics
- Formative and/or summative test data
- Teacher feedback to students
- Trend data
- Other sources of evidence agreed upon by the evaluatee & evaluator

All components and sources of evidence related supporting an educator's professional practice ratings will be completed and documented to inform the Overall Performance Category. Summative Ratings will be recorded on the district approved form and submitted to the Central Office to be recorded in the employees' personnel file.

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with the evaluatee no later than the end of the evaluatee's first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)

## **Professional Practice**

### **Self-Reflection and Professional Growth Planning**

Reflective practices and professional growth planning are iterative processes and all teachers and other professionals will participate in self-reflection and professional growth planning each year. The teacher and other professional (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

The Professional Growth Plan addresses realistic, focused, and measurable professional goals. The plan connects data from multiple sources including classroom observation feedback, data on student achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers and other professionals identify explicit goals which drive the focus of professional growth activities, support, and on-going reflection.

**Table 1: Self-Reflection & Professional Growth Plan for Teachers and Other Professionals**

Self-Reflection and Professional Growth Plan (PGP)				
Activity	Timeline	Teacher Role	Resource	Evaluator Role
Self-Reflection	ALL Teachers and Other Professionals will complete their initial Self-reflection within 30 student attendance days after the first student attendance day each year or within the first 30 student attendance days if hired during the school year	Complete or revise Self-reflection Template to determine current level of professional practice	Document on appropriate District approved Self-reflection Template**	Review appropriate Self-reflection Template
PGP Development	Annually within the first 30 student attendance days of school after students report or within the first 30 student attendance days if hired during the school year	Draft PGP and submit hard copies for Evaluator Review and Approval**	Document on appropriate District approved Self-reflection Template**	Collaborative Partner
Final PGP Approval	Primary Evaluator approval within the 45 <sup>th</sup> student attendance day of school after students report or within a 45 <sup>th</sup> student attendance day window if hired during the school year	Submit appropriate hardcopies of PGP Template for Primary Evaluator review and approval**	Appropriate District approved PGP template**	Approval by Primary Evaluator
Final PGP Review with documentation and artifacts	By April 30th	Compile and submit appropriate hard copies of supporting evidences to be reviewed by Primary Evaluator**	Appropriate supporting artifacts	Review hardcopies of PGP evidence prior to summative evaluation completion**

\*Timelines may be tentative if impacted by an adjustment of calendar and/or release of state assessment data.

\*\*May be digital documents with similar structure and the same content.

## **Observation**

The observation process is one source of evidence to determine educator effectiveness. The primary evaluator observation provides *documentation and feedback* to measure the effectiveness of professional practice and will be used to inform a summative rating.

## **Observation Model**

All teachers and other professionals will have a minimum of three (3) observations in the summative cycle. Additional personnel may be used to observe and provide formative information to the primary evaluator. All monitoring and/or observation of performance will be conducted openly and with the full knowledge of the evaluatee. The final observation is conducted by the primary evaluator and must be a full observation. These observations must be documented on the District Approved Post-observation Document.

## **Other Professionals Observation Model**

Observation is one source of evidence that contributes to an educator's Overall Professional Practice Rating. Because many other professionals may not have consistent classes or groups of children they work with, observations may look more like a site visit. The observer may not actually see the other professional working with students, especially since some other professionals work in confidential situations. The observer should be 'scripting' and taking note of exactly what they see the other professional doing during the visit. They may also note the areas the other professional 'presents' to them during the visit. If this is work in an office setting or meeting, then script what is seen. An other professional should not 'make up' a lesson to teach to a class if this is not part of their regularly scheduled responsibilities. If an observer does not 'observe' all 4 domains during the visit, during the required post observation conference the observer may ask questions and collect evidence for other domains. It is possible for a component in a domain to be marked 'NA' if it is not observed or presented during the observation process.

**KTIP Teacher Observations will be conducted according to criteria set by EPSB.**

## **Observation Schedule**

- ♦ Observations for teachers and Other Professionals may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.

**Table 2: Observation Model for Teachers and Other Professionals on a One-Year Summative Cycles (Non-tenured)**

Observation Model for Teachers and Other Professionals on One-Year-Cycles (Non-tenured)				
Who: All Teachers and Other Professionals on One-Year-Cycles (Non-tenured)				
Observer	Observation Type	Observation Time	Documentation	Cycle Year(s)
Primary Evaluator ***	Mini	Minimum of 20 minutes	District Approved Post-observation Document ****	Summative year; Annually within the first (1 <sup>st</sup> ) semester
Primary Evaluator ***	Mini	Minimum 20 minutes	District Approved Post-observation Document****	Summative year; Annually within the second (2 <sup>nd</sup> ) semester
Primary Evaluator	Full	Full class/lesson	District Approved Post-observation Document****	Annually by April 30 <sup>th</sup>
Primary Evaluator	Summative and Conference	N/A	District Approved Summative form;**** Provide teacher/ District Personnel Director copies	Annually by April 30 <sup>th</sup>
*Additional observations may occur at the discretion of the immediate supervisor or when observation results are unsatisfactory				
**This timeline may be adjusted for a Teacher or Other Professional on an extended leave of absence with supervisor and superintendent/designee approval.				
Teachers or Other Professionals hired late will adhere to the following modified observation schedule: Hired during first 60 instructional days– all observations as outlined above Hired between 61-90 instructional days –primary mini, primary full and summative Hired after 90 instructional days –primary full , and summative				
***Additional personnel trained, tested and approved in the current approved state platform may be used to observe and provide information to the primary evaluator.				
**** May be digital documents with similar structure and the same content.				



**Table 3: Observation Model for Teachers and Other Professionals on a Three-Year Summative Cycles (Tenured)**

Observation Model Teachers and Other Professionals on a Three-Year-Growth Cycle (Tenured)				
Who: All Teachers and Other Professionals on Three-Year-Summative Cycles (Tenured)				
Observer	Observation Type	Observation Time	Documentation	Cycle Year(s)
Primary Evaluator ***	Mini	Minimum 20 minutes	District Approved Post-observation Document****	By April 30 <sup>th</sup> of <b>Year 1</b>
Primary Evaluator ***	Mini	Minimum 20 minutes	District Approved Post-observation Document****	By April 30 <sup>th</sup> of <b>Year 2</b>
Primary Evaluator	Full	Full class/lesson	District Approved Post-observation Document****	By April 30 <sup>th</sup> of <b>Year 3</b> Summative
Primary Evaluator	Summative and Conference	N/A	District Approved Summative form;**** Provide teacher/ District Personnel Director copies	By April 30 <sup>th</sup> of <b>Year 3</b>
*Additional observations may occur at the discretion of the immediate supervisor or when observation results are unsatisfactory				
**This timeline may be adjusted for a Teacher or Other Professional on an extended leave of absence with supervisor and superintendent/designee approval.				
*** Additional personnel trained, tested and approved using the current approved state platform may be used to observe and provide information to the primary evaluator.				
**** May be digital documents with similar structure and the same content.				

## **Observation Conferencing**

Observers will adhere to the following observation conferencing requirements for teachers and other professionals: pre-conferences must occur minimally twenty-four (24) hours prior to each observation and post conferences must occur in-person within five (5) **working days** of the observation. If a post observation conference is not held within five (5) **working days** from the date of the observation, another observation **must** occur.

**Table 4: Pre/Post Conference Expectations for Teachers and Other Professionals**

<b>Pre/Post Conference Expectations</b>				
<b>Observation Type</b>	<b>Resource</b>	<b>Observer</b>	<b>Pre-Conference Conducted minimally 24 hours prior to observation</b>	<b>Post-Conference conducted within 5 working days</b>
Mini Scheduled	District approved Pre-observation Document*	Primary Evaluator	<u>Primary Evaluator Choice:</u> <ul style="list-style-type: none"> <li>➤ In-person OR</li> <li>➤ Written Electronic</li> </ul>	In-person or under extenuating circumstances and with approval of superintendent/designee by video conference/electronically using District approved Post-observation Document*
Full Scheduled	District approved Pre-observation Document*	Primary Evaluator	<u>Primary Evaluator Choice:</u> <ul style="list-style-type: none"> <li>➤ In-person OR</li> <li>Written Electronic</li> </ul>	In-person or under extenuating circumstances and with approval of superintendent/designee by video conference/electronically using District approved Post-observation Document*
* May be digital documents with similar structure and the same content.				

## **Evaluator Certification**

### **Evaluators must:**

- Be trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school personnel by attending the Initial Certified Evaluation Training.
- Receive personnel evaluation system training - a minimum of six (6) hours annually of EILA approved evaluator and observer training. The training must focus on one or more of the following:
  - KRS 156.557 and proposed 704 KAR 3:370
  - Effective observation and conferencing techniques when using observation to evaluate personnel
  - Providing clear and timely feedback
  - Establishing and assisting with a professional growth plan
  - Summative decision rules
  - Ensuring consistent and reliable ratings
- Meet CEP requirements prior to conducting a formative or summative evaluation.
- Receive support and resources necessary to ensure consistent and reliable ratings (calibration) using district provided/department approved vendors/resources to evaluators conducting observations.

## **Products of Practice/Other Sources of Evidence**

Teachers and other professionals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher's practice or other professional's practice within the domains.

### **Required**

- ♦ observations conducted by certified supervisor observer(s)
- ♦ self-reflection and professional growth plans

Other sources may include but are not limited to:

- Program Review evidence
- Team developed curriculum units
- Lesson plans
- Communication logs
- Timely, targeted feedback from mini observations
- Student data records
- Student work
- Student formative and/or summative course evaluations/feedback
- Minutes from PLCs
- Teacher reflections and/or self-reflections
- Teacher interviews
- Teacher committee or team contributions
- Parent engagement surveys
- Records of student and /or teacher attendance
- Video lessons
- Action research
- Engagement in professional organizations
- Performance based measures with rubrics
- Formative and/or summative test data
- Teacher feedback to students
- Trend data
- Other sources of evidence agreed upon by the evaluatee & evaluator

## **Determining the Overall Performance Category**

Supervisors are responsible for determining an Overall Performance Category for each teacher and other professional at the conclusion of the summative evaluation year. The Overall Performance Category is informed by the educator's ratings on professional practice. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the domains/performance measures (Planning, Environment, Instruction, and Professionalism).

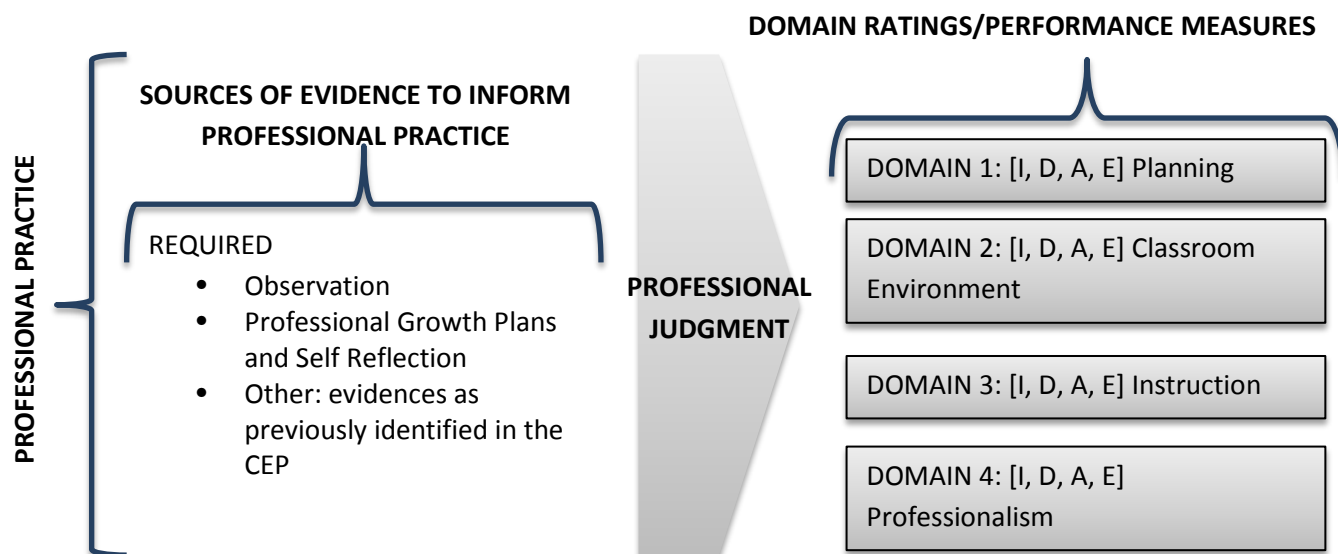
## **Rating Professional Practice**

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific measures. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Evaluators will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each measure at the culmination of an educator's cycle. The evaluator will determine, based on evidence from the four (4) Performance Measures: Planning, Environment, Instruction, and Professionalism, and summative decision rules, a summative rating.

### **Required**

- ♦ Provide a summative rating for each performance measure based on evidence.



<b>CRITERIA FOR DETERMINING A TEACHER’S OR OTHER PROFESSIONAL’S SUMMATIVE RATING</b>	
<b>IF...</b>	<b>THEN...</b>
<b>Two</b> Performance Measures are rated <b>Developing</b> , and <b>two</b> Performance Measures are rated <b>Accomplished</b>	The Overall Summative Rating <b>shall be rated Accomplished</b>
<b>Two</b> Performance Measures are rated <b>Developing</b> , and <b>two</b> Performance Measures are rated <b>Exemplary</b>	The Overall Summative Rating <b>shall be rated Accomplished</b>
<b>Two</b> Performance Measures are rated <b>Accomplished</b> , and <b>two</b> Performance Measures are rated <b>Exemplary</b>	The Overall Summative Rating <b>shall be rated Exemplary</b>
<b>Two or more</b> Performance Measures are rated <b>Ineffective</b>	The Overall Summative Rating <b>shall be Ineffective</b>
<b>One</b> Performance Measure is rated as <b>Ineffective</b> or <b>Developing</b>	The Overall Summative Rating <b>shall not be ANY higher than Accomplished</b>
<b>Three or more</b> Performance Measures are rated <b>Developing</b>	The Overall Summative Rating <b>shall be Developing</b>
<b>Two</b> Performance Measures are rating <b>Developing</b> , <b>One</b> Performance Measure rated <b>Accomplished</b> , and <b>One</b> Performance Measure rated <b>Exemplary</b>	The Overall Summative Rating <b>shall not be ANY higher than Accomplished</b>

## **Summative Evaluations**

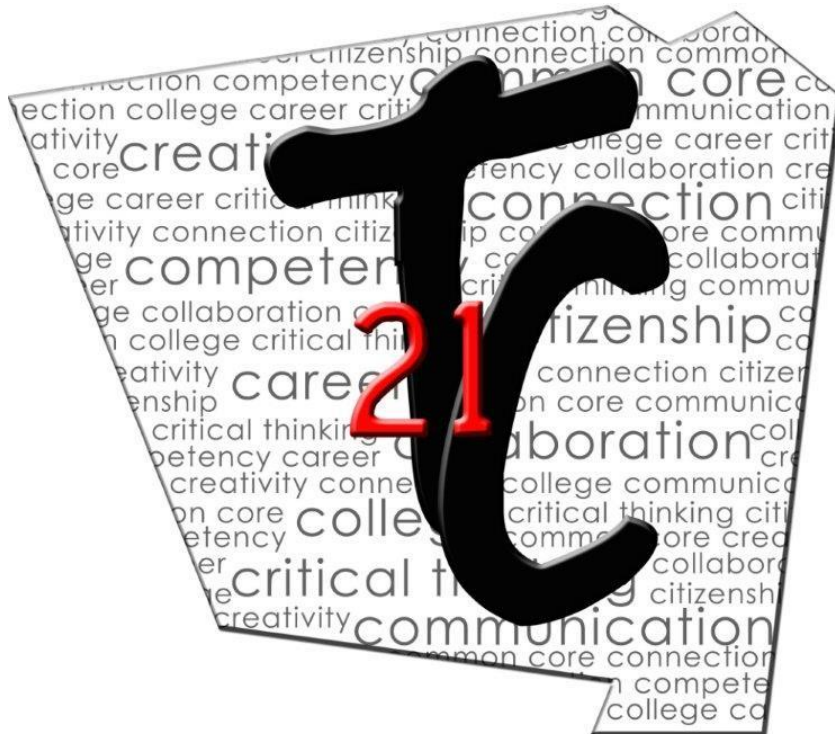
Primary evaluators are responsible for determining an Overall Performance Category for each teacher and Other Professional at the conclusion of summative year. The Overall Performance Category shall include the educator’s rating on professional practice and all data collected during the formative phases. A summative conference will be held with the evaluatee to discuss the performance indicated on the summative instrument. The evaluator shall provide an opportunity for a written response by the evaluatee and a copy of the summative evaluation form. A copy of the summative evaluation form and Professional Growth Planning Template will be forwarded to the district office.

## **Professional Growth Plan and Summative Cycle**

Based on the summative rating given to the evaluatee, the type of Professional Growth Plan and the length of the summative cycle are determined using the chart below.

Professional Growth Plan and Cycle for Teachers and Other Professionals		
Summative Rating	Exemplary or Accomplished	<b>THREE-YEAR CYCLE</b> <b>SELF-DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"> <li>• Goals set by teacher or other professional with evaluator input</li> <li>• Plan activities are teacher or other professional directed and implemented with colleagues.</li> <li>• Formative review annually</li> <li>• Summative occurs at the end of year 3.</li> </ul>
	Developing	<b>ONE-YEAR CYCLE</b> <b>DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"> <li>• Goal(s) Determined by Evaluator</li> <li>• Goals focus on professional practice</li> <li>• Plan activities designed by evaluator with teacher or other professional input</li> <li>• Summative review annually</li> </ul>
	Ineffective	<b>UP TO 12-MONTH IMPROVEMENT PLAN</b> <ul style="list-style-type: none"> <li>• Goal(s) determined by evaluator</li> <li>• Focus on low performance area</li> </ul>

# PRINCIPAL AND ASSISTANT PRINCIPAL EVALUATION PLAN



## **Principal Professional Growth and Evaluation Plan**

### **Overview and Summative Model**

Principals/Assistant Principals shall have a minimum of one (1) formative data collection annually. The summative evaluation shall be conducted at the end of the evaluation cycle and shall include all data collected during the formative phase. The summative evaluation shall occur yearly for every principal/assistant principal.

For assistant principals who serve in dual capacities (i.e. district level and building level) the primary evaluator will be the administrator with the highest level of authority in collaboration with other supervisors on formative and summative evaluations.

The following graphic outlines the summative model for the Principal Professional Growth and Evaluation System.



The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with the evaluatee no later than the end of the evaluatee's first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: The Principal Performance Standards.



## **Principal Performance Standards**

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's or assistant principal's professional practice will be situated within one or more of the six standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals or assistant principals will maintain an Accomplished rating, but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how principals respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

Evaluators must use the following categories of evidence in determining overall ratings:

### **Required Sources of Evidence**

- ♦ Professional Growth Planning and Self-Reflection
- ♦ Evaluatee provided evidences that demonstrate performance criteria

Evaluators may use the following categories of evidence in determining overall ratings:

- ✓ Other Measures of Student Learning
- ✓ Products of Practice
- ✓ Other Sources (e.g. surveys etc.)

## **Professional Practice**

The following sections provide a detailed overview of the various sources of evidence used to inform Professional Practice Ratings.

### **Professional Growth Planning and Self-Reflection**

#### **Completed by principals & assistant principals**

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including self-assessment and reflection to identify and determine professional growth needs. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student achievement. (See Table: 5)

**TABLE 5: SELF-REFLECTION & PROFESSIONAL GROWTH PLAN**

<b>Self-Reflection &amp; Professional Growth Plan (PGP) Principals &amp; Assistant Principals</b>			
<b>Activity</b>	<b>Timeline</b>	<b>Responsible staff</b>	<b>Resource</b>
Complete Self-reflection using Performance Standards  Principal & Superintendent Review of Self Reflection & collaboratively develop PGP	By September 15 <sup>th</sup> OR Within ten (10) student attendance days of receiving state assessment data if after September 15 <sup>th</sup>  Late hires within thirty (30) student attendance days of hire date	Principal  Assistant Principal	District approved <i>Reflective Practice Professional Growth Planning Template Part A and B-1*</i>  Performance Standards
Principal & Superintendent Review of Self Reflection & PGP	By October 1st OR Within ten (10) student attendance days of receiving state assessment data if after October 1st  Late hires within ten (10) student attendance days of completion of Self-reflection	Principal in collaboration with Superintendent/Designee  Assistant Principal in collaboration primary evaluator and/or principal	District approved <i>Reflective Practice Professional Growth Planning Template Part B-2*</i>  Performance Standards

Final PGP Review Documentation/artifacts	By June 15th	Principal with Superintendent/designee  Assistant Principal in collaboration with primary evaluator and/or principal	District approved <i>Reflective Practice and Professional Growth Planning Template Part B-3*</i>  Performance Standards
* May be digital documents with similar structure and the same content.			

- ♦ **All principals will participate in self-reflection and professional growth planning each year.**
- ♦ **All assistant principals will participate in self-reflection and professional growth planning each year.**

### **Products of Practice/Other Sources of Evidence**

Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the standards. **All evidences provided by the evaluate will be equally considered when determining a professional practice rating.** The following products of practice may be used to yield information related to the performance standards:

- SBDM minutes
- Faculty meeting artifacts
- Department/grade level artifacts
- PLC artifacts
- Leadership meeting artifacts
- Instructional round/walk through documentation
- Budgets/audit information
- EILA professional learning experience documentation
- Surveys
- Professional organization memberships
- Parent/community engagement surveys
- Parent/community engagement events documentation
- School schedules
- State Assessment Data
- Other evidence related to practice within the Principal Performance Standards

### **Determining the Overall Summative Rating Process**

Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. Principals will be responsible for determining an Overall Performance Category for each assistant principal at the conclusion of their summative

evaluation year. Assistant principals who serve in dual capacities (i.e. district level and building level) the primary evaluator will be the administrator with the highest level of authority in collaboration with other supervisors at the conclusion of the summative evaluation year.

A principal's/assistant principal's Overall Performance Rating is determined by the evaluator based on four (4) Performance Measures: Planning, Environment, Instruction, and Professionalism. Each Performance Measure is supported by one or more of the Kentucky Principal Performance Standards:

- Instruction Performance Measure Rating is aligned to Standard 1: Instructional Leadership
- Environment Performance Measure Rating is aligned Standard 2: School Climate and Standard 5: Communication & Community Relations
- Planning Performance Measure Rating is aligned to Standard 3: Human Resource Management and Standard 4: Organizational Management
- Professionalism Performance Measure Rating is aligned to Standard 6: Professionalism

**Table 6 Principal/Assistant Principal Performance Measures Compared to Principal Standards**

Performance Measures	Planning	Environment	Instruction	Professionalism
Performance Criteria: Kentucky Principal Performance Standards	<p><b>Standard 3</b> Human Resource Management</p> <p><b>Standard 4</b> Organizational Management</p>	<p><b>Standard 2</b> School Climate</p> <p><b>Standard 5</b> Communication &amp; Community Relations</p>	<p><b>Standard 1</b> Instructional Leadership</p>	<p><b>Standard 6</b> Professionalism</p>

- Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each of the KY Principal Performance standard(s).
- The Principals/assistant principals may provide copies of sources of evidence for the identified targeted Kentucky Principal Performance Standards for the year to the evaluator. The evaluator will determine if copies of sources of evidence are needed to support non-targeted Kentucky Principal Performance Standard(s).
- ◆ Each Performance Measure is rated as Exemplary, Accomplished, Developing, or Ineffective based on the ratings for the KY Principal Performance Standards. Each Performance Measure will be rated Exemplary, Accomplished, Developing, or Ineffective based on the final Kentucky Principal Performance Standard(s) rating:
  - a. Standard 3: Human Resource Management and Standard 4: Organizational Management will combine to = Performance Measure Planning Rating
  - b. Standard 2: School Climate and Standard 5: Communication Community Relations= Performance will combine to = Measure Environment Rating
  - c. Standard 1: Instructional Leadership = Performance Measure Instruction Rating
  - d. Standard 6: Professionalism = Performance Measure Professionalism Rating

## **Determining the Overall Performance Category**

A principal's/assistant principal's Overall Performance Category is determined by the evaluator based on the principal's ratings on Performance Measures and all data collected during the formative phases.. Next, the evaluator will use the following decision rules for determining the Overall Performance Category. Assistant principals who serve in dual capacities (i.e. district level and building level) the primary evaluator will be the administrator with the highest level of authority and will collaborate with other evaluators on the overall performance category.

### **Performance Measures Planning and Environment Only**

In order to determine the rating for the Planning Performance Measure and Environment Performance Measure, the following decision rules will be applied.

<b>If...</b>	<b>Then ...</b>
<b>One</b> standard is rated <b>Developing</b> , and <b>one or more</b> standard(s) is/are rated <b>Accomplished</b>	The Performance Measure shall be rated <b>Accomplished</b>
<b>One</b> standard is rated <b>Developing</b> , and <b>one or more</b> standard(s) is/are rated <b>Exemplary</b>	The Performance Measure shall be rated <b>Accomplished</b>
<b>One</b> standard is rated <b>Accomplished</b> , and <b>one or more</b> standard(s) is/are rated <b>Exemplary</b>	The Performance Measure shall be rated <b>Exemplary</b>
<b>Two</b> standards are rated <b>Developing</b>	The Performance Measure shall be rated <b>Developing</b>
<b>One</b> Standard is rated as <b>Ineffective</b>	The Performance Measure shall not be <b>ANY</b> higher than <b>Accomplished</b>
<b>Two</b> standards are rated <b>Ineffective</b>	The Performance Measure shall be <b>Ineffective</b>

## **Determining the Overall Summative Rating**

Once each of the four Performance Measures (Planning, Environment, Instruction, and Professionalism) have been rated Exemplary, Accomplished, Developing, or Ineffective, the superintendent or designee/principal or designee will use the following decision rules as a guide and professional judgement based on evidence to determine the principal's/assistant principal's final Overall Summative Rating:

<b>CRITERIA FOR DETERMINING PRINCIPAL/ASSISTANT PRINCIPAL SUMMATIVE RATING</b>	
<b>If....</b>	<b>Then....</b>
<b>Two</b> Performance Measures are rated <b>Developing</b> , and <b>Two</b> Performance Measures are rated <b>Accomplished</b>	The Overall Summative Rating shall be rated <b>Accomplished</b>

Two Performance Measures are rated <b>Developing</b> , and two Performance Measures are rated <b>Exemplary</b>	The Overall Summative Rating shall be rated <b>Accomplished</b>
Two Performance Measures are rated <b>Accomplished</b> , and two Performance Measures are rated <b>Exemplary</b>	The Overall Summative Rating shall be rated <b>Exemplary</b>
Two or more Performance Measures are rated <b>Ineffective</b>	The Overall Summative Rating shall be <b>Ineffective</b>
One Performance Measure is rated as <b>Ineffective or Developing</b>	The Overall Summative Rating shall not be ANY higher than <b>Accomplished</b>
Three or more Performance Measures are rated <b>Developing</b>	The Overall Summative Rating shall be <b>Developing</b>
Two Performance Measures are rating <b>Developing</b> , One Performance Measure rated <b>Accomplished</b> , and One Performance Measure rated <b>Exemplary</b>	The Overall Summative Rating shall not be ANY higher than <b>Accomplished</b>

A copy of the summative evaluation form and Professional Growth Planning Template will be forwarded to the district office.

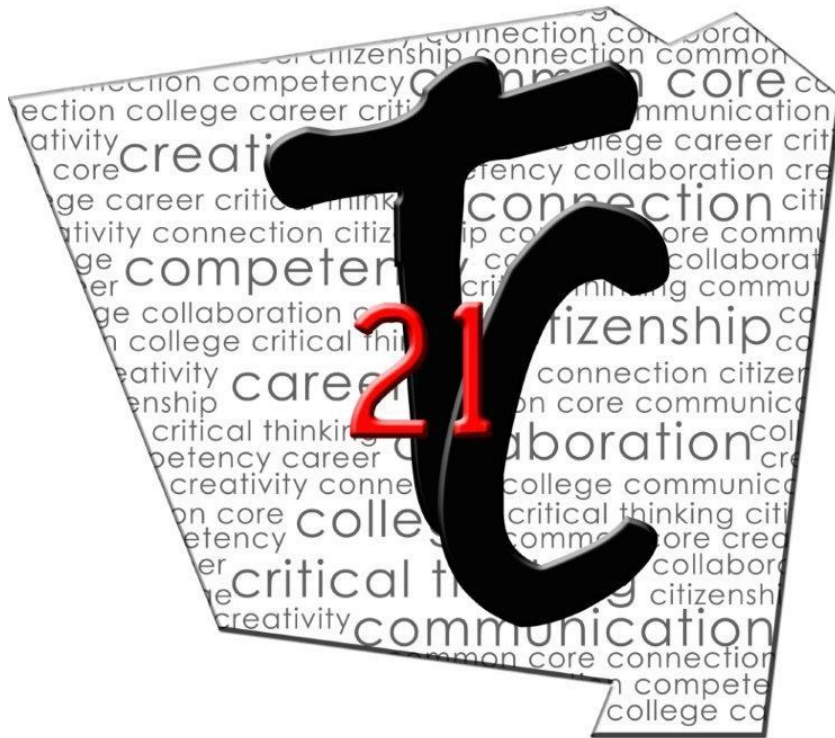
- ♦ All summative ratings for principals and assistant principals must be recorded by June 15<sup>th</sup> of Summative Year.

## **Professional Growth Plan and Summative Cycle**

Based on the overall Professional Practice rating, supervisors will determine the type of Professional Growth Plan required of the principal/assistant principal.

Professional Growth Plan and Cycle for Principal/Assistant Principal		
Summative Rating	Exemplary or Accomplished	<b>SELF-DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"> <li>Goals set by principal/assistant principal with evaluator input</li> <li>Summative review annually</li> </ul>
	Developing	<b>DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"> <li>Goal(s) Determined by Evaluator</li> <li>Goals focus on professional practice</li> <li>Plan activities designed by evaluator with principal/assistant principal input</li> <li>Summative review annually</li> </ul>
	Ineffective	<b>UP TO 12-MONTH IMPROVEMENT PLAN</b> <ul style="list-style-type: none"> <li>Goal(s) determined by evaluator</li> <li>Focus on low performance area</li> </ul>

## OTHER DISTRICT CERTIFIED PROFESSIONAL GROWTH EVALUATION PLAN



## **Other District Certified Personnel Professional Growth and Evaluation Plan**

Other District Certified Personnel will include: Assistant Superintendents, Director of Special Education, District Curriculum/Instructional Specialist, Director of Student Services, District Psychologist, District Gifted and Talented Coordinator, Director of Food Service, NXGL Instructional Coach, and Director of Facilities; and any certified personnel at the district level whose work impacts students indirectly.

### **Overview and Summative Model**

Other district certified personnel shall have a minimum of one (1) formative data collection annually. The summative evaluation shall be conducted at the end of the evaluation cycle and shall include all data collected during the formative phase. The summative evaluation shall occur yearly for every other district certified personnel.

The following graphic outlines the summative model for the Other District Certified Personnel Professional Growth and Evaluation System.



The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with the evaluatee no later than the end of the evaluatee's first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)



Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating Other District Certified Personnel. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: The Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (2008).

## **The Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (2008)**

Evidence supporting the Other District Certified Personnel's professional practice will be situated within one or more of the six (6) ISLLC Standards Professional Standards for Educational Leaders. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how the other district certified personnel respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual performance. These factors may include district-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

Evaluators must use the following categories of evidence in determining overall ratings:

### **Required Sources of Evidence**

- ♦ **Professional Growth Planning and Self-Reflection**
- ♦ **Evaluatee provided evidences that demonstrate performance criteria**

Evaluators may use the following categories of evidence in determining overall ratings:

- ✓ **Other Measures of Student Learning**
- ✓ **Products of Practice**
- ✓ **Other Sources (e.g. surveys etc.)**

## **Professional Practice**

The following sections provide a detailed overview of the various sources of evidence used to inform Professional Practice Ratings.

### **Professional Growth Planning and Self-Reflection**

#### **Completed by Other District Certified Personnel**

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including self-assessment and reflection to identify and determine professional growth needs. Self-reflection improves individual practice through ongoing, careful consideration of the impact of leadership practice on district student achievement. (See Table: 6)

**TABLE 6: SELF-REFLECTION & PROFESSIONAL GROWTH PLAN**

<b>Self-Reflection &amp; Professional Growth Plan (PGP)</b>			
<b>Other District Certified Personnel</b>			
<b>Activity</b>	<b>Timeline</b>	<b>Responsible staff</b>	<b>Resource</b>
Complete Self-reflection using ISLLC Standards  Other District Certified Personnel & Superintendent Review of Self Reflection & collaboratively develop PGP	By September 15 <sup>th</sup> OR Within ten (10) student attendance days of receiving state assessment data if after September 15 <sup>th</sup>  Late hires within thirty (30) student attendance days of hire date	Other Certified District Personnel	District approved <i>Reflective Practice Professional Growth Planning Template A and B-1 *</i>  ISLLC Performance Standards
Other District Certified Personnel & Superintendent Review of Self Reflection & collaboratively develop PGP	By October 1st OR Within ten (10) student attendance days of receiving state assessment data if after October 1st  Late hires within ten (10) student attendance days of completion of Self-reflection	Other District Certified Personnel in collaboration with Superintendent/Designee	District approved <i>Reflective Practice Professional Growth Planning Template B-2*</i>  ISLLC Performance Standards

Final PGP Review Documentation/artifacts	By June 15th	Other Certified District Personnel with Superintendent/designee	District approved <i>Reflective Practice and Professional Growth Planning Template B-3*</i>  ISLLC Performance Standards
* May be digital documents with similar structure and the same content.			

- ♦ **All Other District Certified Personnel will participate in self-reflection and professional growth planning each year.**

### **Products of Practice/Other Sources of Evidence**

Other District Certified Personnel may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to their practice within the ISLLC standards.

- Leadership meeting artifacts
- Instructional round/walk through documentation
- Budgets/audit information
- EILA professional learning experience documentation
- Surveys
- Professional organization memberships
- Parent/community engagement surveys
- Parent/community engagement events documentation
- District schedules
- District Assessment Data
- Other evidence related to practice within the ISLLC Standards

### **Determining the Overall Performance Category**

Superintendents/designees are responsible for determining an Overall Performance Category for each Other Certified District Personnel at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the individual's ratings on professional practice.

The Overall Performance Rating is informed by the evaluator based on four (4) Performance Measures: Planning, Environment, Instruction, and Professionalism. Each Performance Measure is supported by one or more of the identified ISLLC standards. The following charts represent the alignment of ISLLC Standards to the four performance measures:

**Table 7: Other Certified District Level Personnel Performance Measures Compared to ISLLC Standards**

Performance Measures	Planning	Environment	Instruction	Professionalism
<b>Performance Criteria: 2008 ISLLC Standards</b>	<b>Standard 1:</b> Vision and Mission  <b>Standard 6:</b> Responding to Educational Context	<b>Standard 3:</b> Operations and Management  <b>Standard 4:</b> Engaging with Faculty and Community	<b>Standard 2:</b> Instruction, Learning Culture, Professional Learning	<b>Standard 5:</b> Ethical Principles and Professional Norms

### **Performance Measures Planning and Environment Only**

In order to determine the rating for the Planning Performance Measure and Environment Performance Measure, the following decision rules will be applied.

If....	Then ....
One standard is rated <b>Developing</b> , and one or more standard(s) is/are rated <b>Accomplished</b>	The Performance Measure shall be rated <b>Accomplished</b>
One standard is rated <b>Developing</b> , and one or more standard(s) is/are rated <b>Exemplary</b>	The Performance Measure shall be rated <b>Accomplished</b>
One standard is rated <b>Accomplished</b> , and one or more standard(s) is/are rated <b>Exemplary</b>	The Performance Measure shall be rated <b>Exemplary</b>
Two standards are rated <b>Developing</b>	The Performance Measure shall be rated <b>Developing</b>
One Standard is rated as <b>Ineffective</b>	The Performance Measure shall not be ANY higher than <b>Accomplished</b>
Two standards are rated <b>Ineffective</b>	The Performance Measure shall be <b>Ineffective</b>

Once each of the four Performance Measures (Planning, Environment, Instruction, and Professionalism) have been rated Exemplary, Accomplished, Developing, or Ineffective, the evaluator will use the following decision rules as a guide and professional judgement based on evidence to determine the Other Certified District evaluatee's Overall Summative Rating:

**CRITERIA FOR DETERMINING OTHER CERTIFIED DISTRICT LEVEL PERSONNEL  
SUMMATIVE RATING**

<b>If....</b>	<b>Then....</b>
<b>Two</b> Performance Measures are rated <b>Developing</b> , and <b>Two</b> Performance Measures are rated <b>Accomplished</b>	The Overall Summative Rating shall be rated <b>Accomplished</b>
<b>Two</b> Performance Measures are rated <b>Developing</b> , and <b>two</b> Performance Measures are rated <b>Exemplary</b>	The Overall Summative Rating shall be rated <b>Accomplished</b>
<b>Two</b> Performance Measures are rated <b>Accomplished</b> , and <b>two</b> Performance Measures are rated <b>Exemplary</b>	The Overall Summative Rating shall be rated <b>Exemplary</b>
<b>Two or more</b> Performance Measures are rated <b>Ineffective</b>	The Overall Summative Rating shall be <b>Ineffective</b>
<b>One</b> Performance Measure is rated as <b>Ineffective or Developing</b>	The Overall Summative Rating shall not be <b>ANY higher than Accomplished</b>
<b>Three or more</b> Performance Measures are rated <b>Developing</b>	The Overall Summative Rating shall be <b>Developing</b>
<b>Two</b> Performance Measures are rating <b>Developing</b> , <b>One</b> Performance Measure rated <b>Accomplished</b> , and <b>One</b> Performance Measure rated <b>Exemplary</b>	The Overall Summative Rating shall not be <b>ANY higher than Accomplished</b>

- ♦ All summative ratings for Other Certified District Level Personnel must be recorded by June 15<sup>th</sup> of Summative Year.

## **Professional Growth Plan and Summative Cycle**

Based on the overall Professional Practice rating, supervisors will determine the type of Professional Growth Plan required of the Other Certified District Personnel.

Professional Growth Plan and Cycle for Other Certified District Personnel		
Summative Rating	Exemplary or Accomplished	<b>SELF-DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"><li>• Goals set by Other Certified District Personnel with evaluator input</li><li>• Summative review annually</li></ul>
	Developing	<b>DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"><li>• Goal(s) Determined by Evaluator</li><li>• Goals focus on professional practice</li><li>• Plan activities designed by evaluator with Other Certified District Personnel input</li><li>• Summative review annually</li></ul>
	Ineffective	<b>UP TO 12-MONTH IMPROVEMENT PLAN</b> <ul style="list-style-type: none"><li>• Goal(s) determined by evaluator</li><li>• Focus on low performance area</li></ul>

## **APPEALS PANEL**

All members of the Appeals panel shall be current employees of the district. Two members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship.) One member is appointed by the Board of Education.

Reference:

KRS 156.557 and 704.KAR 3:345 and Board Policy 03.18

In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. Release time shall be provided for panel members at the discretion of the same. Funding for panel expenses will be provided from the general fund.

The Board of Education will appoint one member and an alternate to the appeals panel to serve as the chairperson of the appeals panel.

The length of term for an appeals panel member shall be one year. Panel members may be reelected for the position. The panel members shall assume their responsibilities as soon as the election results are announced.

Elections shall be conducted and appointment made by the end of September.

The elections shall be conducted by the District Contact Person using the following:

- Open Nomination
- Secret Ballot
- One person/one vote

All certified employees given the opportunity to vote

Panel members may seek training through the District Contact Person.

## Appeals Panel Hearing Procedures

The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. Any certified employee may, **within five working days** of the summative evaluation conference, file an appeal with the primary evaluator. Upon receipt of the primary evaluator's report on the initial appeal, the certified employee may appeal to the district appeals panel utilizing the request form provided in the plan. This appeal must be filed within ten working days of the appeal report. Upon receiving the request the panel will schedule a **Preliminary Hearing** reasonably in advance of the hearing to provide documentation to all parties and the panel and to explain procedure. The chairperson of the panel shall be appointed by the Trigg County Board of Education. Four (4) copies of all documentation to be considered in the appeal shall be made available at this time. The chairperson shall convene the Preliminary Hearing and explain procedures for the Appeals Panel Hearing as follows:

The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide legal counsel to the panel if requested. The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluatee, evaluator and their chosen representative. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony. After the evaluatee and evaluator leave, the appeals committee shall remain and review all documents and formulate questions for the hearing.

After three (3) working days of the Preliminary Hearing, but before ten (10) working days an Appeals Panel Hearing will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses and any other information pertinent to the appeal. The chairperson will convene the hearing and establish procedures. The burden of proof lies with the evaluatee. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. An opportunity for questioning each party shall be provided. The panel will have the right to question both the evaluatee and the evaluator and any witnesses presented. The evaluatee and evaluator will then be permitted to leave and the panel will consider all information provided them. A decision regarding their findings shall be presented to the Superintendent within thirty (30) working days of the filing of the appeal.

**No extension of that deadline beyond June 30th shall be granted without written approval of the Superintendent.**

The panel's recommendation may include one of the following:

- A. Uphold the original evaluation
- B. Voiding the original evaluation or parts of it.
- C. Ordering a new evaluation by a second certified employee, who shall be a trained evaluator.

The chairperson of the panel shall present the decision to the Superintendent for action within three (3) working days of the panel's decision.



Any evaluatee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

The appeal procedures shall be as follows:

The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel. The panel shall not have jurisdiction relative to a complaint involving the profession judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

A brief, written statement and other documents which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review. A decision of the appeals panel shall be rendered within fifteen (15) working days after the review. A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

**- CERTIFIED PERSONNEL -****Evaluation Appeal Form****INSTRUCTIONS**

*This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal*

*Panel:*

<b>Employee's Name</b> _____		
<b>Home Address</b> _____		
<b>Job Title</b> _____	<b>Building</b> _____	<b>Grade or Department</b> _____

What specifically do you object to or why do you feel you were not fairly evaluated? \_\_\_\_\_

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If additional space is needed, attach extra sheet.

Date you received the summative evaluation \_\_\_\_\_

Name of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

*I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review.*

\_\_\_\_\_  
*Employee's Signature* \_\_\_\_\_  
*Date*

**RELATED PROCEDURES:**

03.18 AP.11

03.18 AP.12

Review/Revised: 6/11/09

# INDIVIDUAL CORRECTIVE ACTION PLAN

## For

Date of Development: \_\_\_\_\_ Work Site: \_\_\_\_\_

*The Individual Corrective Action Plan is developed when an evaluatee receives an "Ineffective" rating(s) on the Summative Evaluation or any time the evaluator needs to address a specific concern in an employee's performance.*

Low Performance Area	*Present PG Stage	Growth Objective/Goals (Describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (include support personnel)	Appraisal Method and Target Dates

\*Orientation/Awareness; Preparation/Application; Implementation/Management; Refinement/Impact Stage

Evaluatee's Comments:

Evaluator's Comments:

Individual Corrective Action Plan Developed: _____		Status: Achieved ____ Revised ____ Continued ____	
Evaluatee's Signature	Date	Evaluatee's Signature	Date
Evaluator's Signature	Date	Evaluator's Signature	Date

# EMPLOYEE ASSISTANCE RECORD

<b>Dates</b>				
<b>Observations</b>				
<b>Professional Growth Plan Developed</b>				
<b>Request for Assistance Team</b>				
<b>Assistance Team Selected</b>				
<b>Evaluator/Evaluated/Team Meeting to explain Assistance</b>				
<b>1<sup>st</sup> Meeting of Team</b>				
<b>2<sup>nd</sup> Meeting of Team</b>				
<b>3<sup>rd</sup> Meeting of Team</b>				
<b>4<sup>th</sup> Meeting of Team</b>				
<b>Summative Evaluation</b>				
<b>Conference with Superintendent and/or Attorney</b>				
<b>Summative Conference with Employee</b>				
<b>Termination Letter (if necessary)</b>				

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

Team Members Signatures: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## **Instructions for Completing the Individual Corrective Action Plan**

This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to “low performance area(s)” or “ineffective rating(s)” on the Summative Evaluation. However, a Corrective Action Plan may be developed at any time the evaluator needs to address a specific concern in an employee’s performance. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement in the area(s) of concern. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

### **1. “Low Performance Area”**

Identify the specific “ineffective rating(s)” or “low performance area(s)” from the Summative Evaluation Form that has been identified by the evaluator as a specific area concern.

### **2. Present Professional Development Stage**

(Select the stage of professional development that best reflects the evaluatee’s level.)

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

### **3. Growth/Objective(s) Goals**

Growth objectives and goals must address the specific area of concern. The evaluatee and the evaluator work closely to correct the identified weakness (es).

### **4. Procedures and Activities for Achieving Goals(s) and Objective**

Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.

### **5. Appraisal Method and Target Dates**

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluatee.

### **6. Documentation of all reviews, corrective actions, and evaluator’s assistance must be provided periodically (as they occur) to the evaluatee**

(Evaluators must follow the local district professional development growth and evaluation plan processes, and procedures for implementing an Individual Correction Action Plan.)

Trigg County Public Schools  
Professional Growth  
And  
Evaluation of Certified Personnel  
  
Appendix

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# FRAMEWORK FOR TEACHING

*The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:*

- 1. Planning and Preparation*
- 2. Classroom Environment*
- 3. Instruction*
- 4. Professional Responsibilities*

*It is important to realize that this Framework takes into account the Kentucky Teacher Standards, the Kentucky Board of Education's Program of Studies, Kentucky Academic Standards, and the Kentucky Department of Education's Characteristics of Highly Effective Teaching and Learning.*

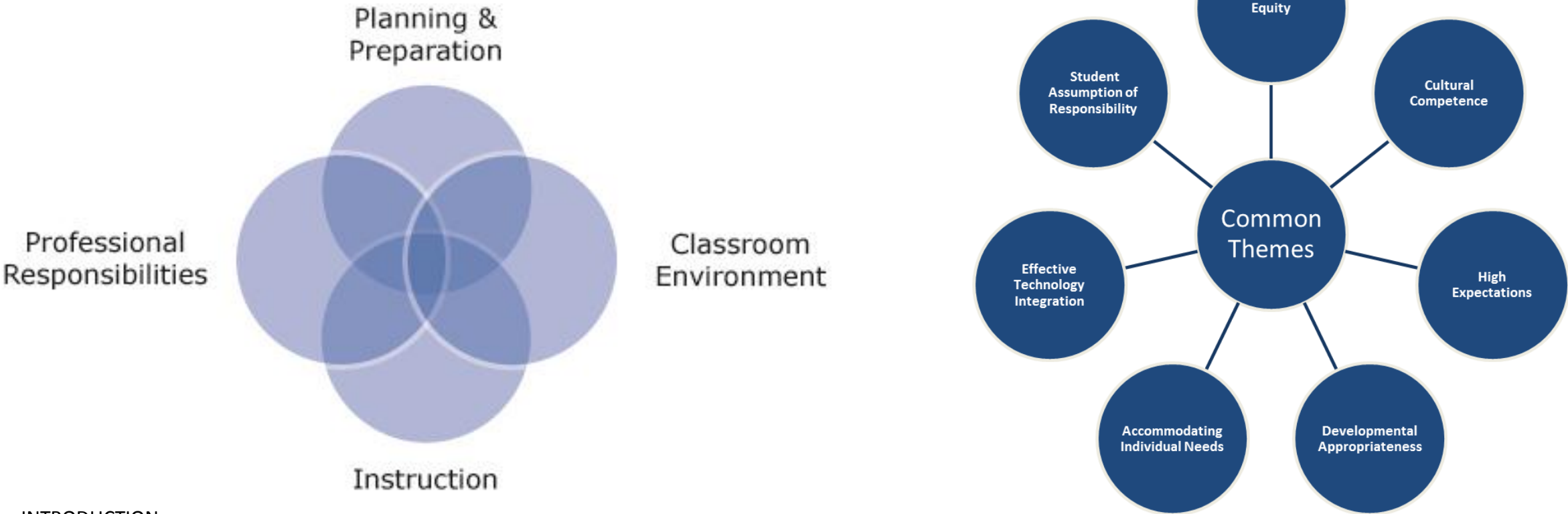
Charlotte Danielson

(adapted for Kentucky Department of Education)

**February 2014**



# FRAMEWORK FOR TEACHING DOMAINS & COMMON THEMES:



## INTRODUCTION:

The *Framework for Teaching* organizes the multiple measures that comprise Kentucky's proposed Teacher Professional Growth and Effectiveness System. This framework is designed to support student achievement and professional best-practice through the domains of Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities. The *Framework* also includes many themes that run throughout the document. These themes include ideas such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. The Kentucky Teaching Standards, Kentucky Department of Education's Characteristics of Highly Effecting Teaching and Learning, along with research from many of the top educator appraisal specialists and researchers are the foundation for this system. The *Framework for Teaching* provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Teacher performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to know that the expected performance level is “Accomplished” which is bolded in the framework, but a good rule of thumb is that it is expected for a teacher to “live in Accomplished but occasionally visit Exemplary”. Exemplary is purposefully designed to be difficult to achieve. The summative rating will be a holistic representation of performance, combining data from multiple measures across each domain.

Domain 1: Planning & Preparation				
Component		Domain		
<b>1A - Knowledge of Content and Pedagogy</b>  <ul style="list-style-type: none"><li>Knowledge of Content and the Structure of the Discipline</li><li>Knowledge of Prerequisite Relationships</li><li>Knowledge of Content-Related Pedagogy</li></ul>	In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know how the discipline incorporates such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.			
	Ineffective	Developing	Accomplished	Exemplary
<b>Critical Attributes</b>	<b>Element(s)</b> <ul style="list-style-type: none"><li>In planning and practice, teacher makes content errors.</li><li>Teacher displays little or no understanding of prerequisite relationships important to student's learning of the content.</li><li>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</li></ul>	<ul style="list-style-type: none"><li>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</li><li>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</li><li>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</li></ul>	<ul style="list-style-type: none"><li>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</li><li>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</li><li>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.</li></ul>	<ul style="list-style-type: none"><li>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</li><li>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</li><li>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.</li></ul>
	<b>Indicators</b> <ul style="list-style-type: none"><li>Teacher makes content errors.</li><li>Teacher does not consider prerequisite relationships when planning.</li><li>Teacher's plans use inappropriate strategies for the discipline.</li></ul>	<ul style="list-style-type: none"><li>Teacher is familiar with the discipline but does not see conceptual relationships.</li><li>Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</li><li>Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.</li></ul>	<ul style="list-style-type: none"><li>The teacher can identify important concepts of the discipline and their relationships to one another.</li><li>The teacher accurately provides clear explanations of the content.</li><li>The teacher answers student questions accurately and provides feedback that furthers their learning.</li><li>The teacher seeks out content-related professional development.</li></ul>	<b>Performance Level</b> In addition to "accomplished": <ul style="list-style-type: none"><li>Teacher cites intra- and interdisciplinary content relationships.</li><li>Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</li></ul>
<b>Possible Examples</b>	<b>Essential guidance for observers</b> <ul style="list-style-type: none"><li>The teacher says "the official language of Brazil is Spanish, just like other South American countries."</li><li>The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."</li><li>The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.</li></ul>	<ul style="list-style-type: none"><li>The teacher plans to teach area and perimeter independently of one another, without linking the concepts together.</li><li>The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.</li><li>The teacher always plans the same routine to study spelling: pretest on Monday, copy</li></ul>	<b>Illustrates the meaning of framework language</b> <ul style="list-style-type: none"><li>The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.</li><li>The teacher ensures that all students are prepared on a daily basis.</li><li>The teacher seeks out content-related professional development.</li></ul>	<ul style="list-style-type: none"><li>In a unit on 19<sup>th</sup> century literature, the teacher incorporates information about the history of the same period.</li><li>Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.</li></ul>

Framework Overview

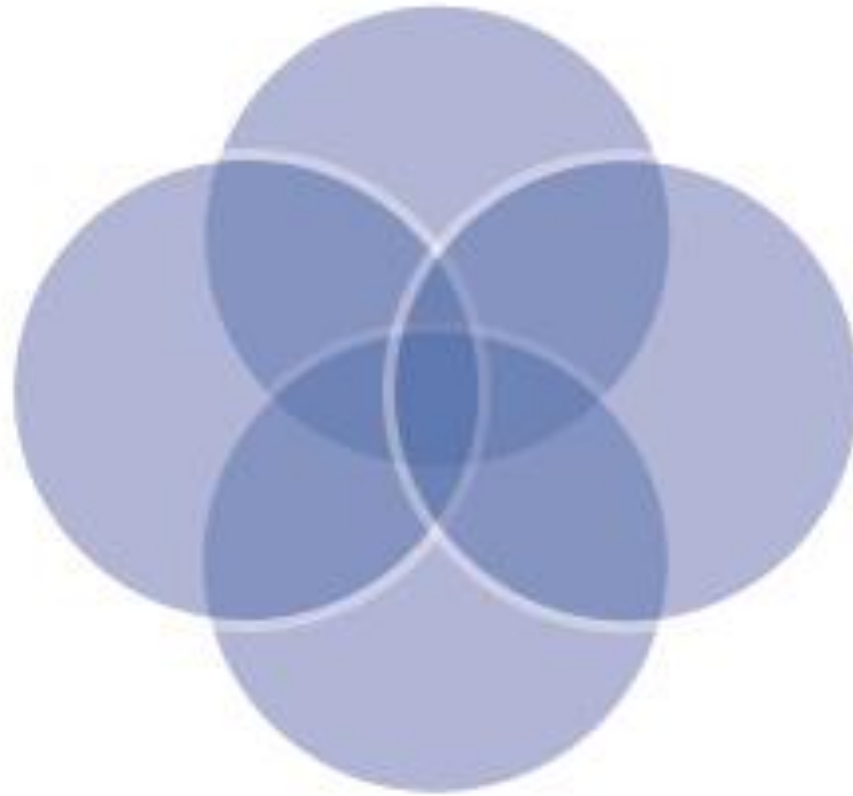
		the words 5 times each on Tuesday and Wednesday, test on Friday.	by having students simulate a court trial.	
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Domain 1 Planning & Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
<p>A. Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> <li>i. Knowledge of Content and the Structure of the Discipline</li> <li>ii. Knowledge of Prerequisite Relationships</li> <li>iii. Knowledge of Content-Related Pedagogy</li> </ul> <p>B. Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> <li>i. Knowledge of Child and Adolescent Development</li> <li>ii. Knowledge of the Learning Process</li> <li>iii. Knowledge of Students' Skills, Knowledge, and Language Proficiency</li> <li>iv. Knowledge of Students' Interests and Cultural Heritage</li> <li>v. Knowledge of Students' Special Needs</li> </ul> <p>C. Selecting Instructional Outcomes</p> <ul style="list-style-type: none"> <li>i. Value, Sequence, and Alignment</li> <li>ii. Clarity</li> <li>iii. Balance</li> <li>iv. Suitability for Diverse Learners</li> </ul> <p>D. Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> <li>i. Resources for Classroom Use</li> <li>ii. Resources to Extend Content Knowledge and Pedagogy</li> <li>iii. Resources for Students</li> </ul> <p>E. Designing Coherent Instruction</p> <ul style="list-style-type: none"> <li>i. Learning Activities</li> <li>ii. Instructional Materials and Resources</li> <li>iii. Instructional Groups</li> <li>iv. Lesson and Unit Structure</li> </ul> <p>F. Designing Student Assessment</p> <ul style="list-style-type: none"> <li>i. Congruence with Instructional Outcomes</li> <li>ii. Criteria and Standards</li> <li>iii. Design of Formative Assessments</li> <li>iv. Use for Planning</li> </ul>	<p>A. Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> <li>i. Teacher Interaction with Students</li> <li>ii. Student Interactions with One Another</li> </ul> <p>B. Establishing a Culture for Learning</p> <ul style="list-style-type: none"> <li>i. Importance of the Content</li> <li>ii. Expectations for Learning and Achievement</li> <li>iii. Student Pride in Work</li> </ul> <p>C. Managing Classroom Procedures</p> <ul style="list-style-type: none"> <li>i. Management of Instructional Groups</li> <li>ii. Management of Transitions</li> <li>iii. Management of Materials and Supplies</li> <li>iv. Performance of Non-Instructional Duties</li> <li>v. Supervision of Volunteers and Paraprofessionals</li> </ul> <p>D. Managing Student Behavior</p> <ul style="list-style-type: none"> <li>i. Expectations</li> <li>ii. Monitoring of Student Behavior</li> <li>iii. Response to Student Misbehavior</li> </ul> <p>E. Organizing Physical Space</p> <ul style="list-style-type: none"> <li>i. Safety and Accessibility</li> <li>ii. Arrangement of Furniture and Use of Physical Resources</li> </ul>	<p>A. Communicating with Students</p> <ul style="list-style-type: none"> <li>i. Expectations for Learning</li> <li>ii. Directions and Procedures</li> <li>iii. Explanation of Content</li> <li>iv. Use of Oral and Written Language</li> </ul> <p>B. Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> <li>i. Quality of Questions</li> <li>ii. Discussion Techniques</li> <li>iii. Student Participation</li> </ul> <p>C. Engaging Students in Learning</p> <ul style="list-style-type: none"> <li>i. Activities and Assignments</li> <li>ii. Grouping of Students</li> <li>iii. Instructional Materials and Resources</li> <li>iv. Structure and Pacing</li> </ul> <p>D. Using Assessment in Instruction</p> <ul style="list-style-type: none"> <li>i. Assessment Criteria</li> <li>ii. Monitoring of Student Learning</li> <li>iii. Feedback to Students</li> <li>iv. Student Self-Assessment and Monitoring of Progress</li> </ul> <p>E. Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> <li>i. Lesson Adjustment</li> <li>ii. Response to Students</li> <li>iii. Persistence</li> </ul>	<p>A. Reflecting on Teaching</p> <ul style="list-style-type: none"> <li>i. Accuracy</li> <li>ii. Use in Future Teaching</li> </ul> <p>B. Maintaining Accurate Records</p> <ul style="list-style-type: none"> <li>i. Student Completion of Assignments</li> <li>ii. Student Progress in Learning</li> <li>iii. Non-Instructional Records</li> </ul> <p>C. Communicating with Families</p> <ul style="list-style-type: none"> <li>i. Information About the Instructional Program</li> <li>ii. Information About Individual Students</li> <li>iii. Engagement of Families in the Instructional Program</li> </ul> <p>D. Participating in a Professional Community</p> <ul style="list-style-type: none"> <li>i. Relationships with Colleagues</li> <li>ii. Involvement in a Culture of Professional Inquiry</li> <li>iii. Service to the School</li> <li>iv. Participation in School and District Projects</li> </ul> <p>E. Growing and Developing Professionally</p> <ul style="list-style-type: none"> <li>i. Enhancement of Content Knowledge and Pedagogical Skill</li> <li>ii. Receptivity to Feedback from Colleagues</li> <li>iii. Service to the Profession</li> </ul> <p>F. Demonstrating Professionalism</p> <ul style="list-style-type: none"> <li>i. Integrity and Ethical Conduct</li> <li>ii. Service to Students</li> <li>iii. Advocacy</li> <li>iv. Decision Making</li> </ul> <p>Compliance with School and District Regulations</p>

Planning &  
Preparation

Professional  
Responsibilities

Classroom  
Environment



Instruction

Domain 1: Planning & Preparation

<p><b>1A - Knowledge of Content and Pedagogy</b></p> <ul style="list-style-type: none"> <li>Knowledge of Content and the Structure of the Discipline</li> <li>Knowledge of Prerequisite Relationships</li> <li>Knowledge of Content-Related Pedagogy</li> </ul>	<p>In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know how the discipline has evolved into the 21<sup>st</sup> century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particular pedagogical approaches best suited to each discipline.</p>			
	<p><b>Ineffective</b></p> <ul style="list-style-type: none"> <li>In planning and practice, teacher makes content errors or does not correct errors made by students.</li> <li>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</li> <li>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</li> </ul>	<p><b>Developing</b></p> <ul style="list-style-type: none"> <li>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</li> <li>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</li> <li>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</li> </ul>	<p><b>Accomplished</b></p> <ul style="list-style-type: none"> <li><b>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</b></li> <li><b>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</b></li> <li><b>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.</b></li> </ul>	<p><b>Exemplary</b></p> <ul style="list-style-type: none"> <li>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</li> <li>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</li> <li>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</li> </ul>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>Teacher makes content errors.</li> <li>Teacher does not consider prerequisite relationships when planning.</li> <li>Teacher's plans use inappropriate strategies for the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is familiar with the discipline but does not see conceptual relationships.</li> <li>Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</li> <li>Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher can identify important concepts of the discipline and their relationships to one another.</li> <li>The teacher consistently provides clear explanations of the content.</li> <li>The teacher answers student questions accurately and provides feedback that furthers their learning.</li> <li>The teacher seeks out content-related professional development.</li> </ul>	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> <li>Teacher cites intra- and interdisciplinary content relationships.</li> <li>Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</li> </ul>
<p><b>Possible Examples</b></p>	<ul style="list-style-type: none"> <li>The teacher says, "The official language of Brazil is Spanish, just like other South American countries."</li> <li>The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."</li> <li>The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.</li> <li>The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.</li> <li>The teacher always plans the same routine to study spelling: pretest on Monday, copy the words 5 times each on Tuesday and Wednesday, and test on Friday.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.</li> <li>The teacher realizes her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement.</li> <li>The teacher plans to expand a unit on civics by having students simulate a court trial.</li> </ul>	<ul style="list-style-type: none"> <li>In a unit on 19<sup>th</sup> century literature, the teacher incorporates information about the history of the same period.</li> <li>Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.</li> </ul>

## Domain 1: Planning & Preparation

<p><b>1B - Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>• Knowledge of Child and Adolescent Development</li> <li>• Knowledge of the Learning Process</li> <li>• Knowledge of Students' Skills, Knowledge, and Language Proficiency</li> <li>• Knowledge of Students' Interests and Cultural Heritage</li> <li>• Knowledge of Students' Special Needs</li> </ul>	<p>Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their subject content and its related pedagogy but the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when planning lessons and identifying resources that will ensure their understanding.</p>			
	<p style="text-align: center;"><b>Ineffective</b></p> <ul style="list-style-type: none"> <li>• Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</li> </ul>	<p style="text-align: center;"><b>Developing</b></p> <ul style="list-style-type: none"> <li>• Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</li> </ul>	<p style="text-align: center;"><b>Accomplished</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</b></li> <li>• <b>The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.</b></li> </ul>	<p style="text-align: center;"><b>Exemplary</b></p> <ul style="list-style-type: none"> <li>• Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</li> </ul>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Teacher does not understand child development characteristics and has unrealistic expectations for students.</li> <li>• Teacher does not try to ascertain varied ability levels among students in the class.</li> <li>• Teacher is not aware of student interests or cultural heritages.</li> <li>• Teacher takes no responsibility to learn about students' medical or learning disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher cites developmental theory but does not seek to integrate it into lesson planning.</li> <li>• Teacher is aware of the different ability levels in the class but tends to teach to the "whole group".</li> <li>• The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</li> <li>• The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher knows, for groups of students, their levels of cognitive development.</li> <li>• The teacher is aware of the different cultural groups in the class.</li> <li>• The teacher has a good idea of the range of interests of students in the class.</li> <li>• The teacher has identified "high", "medium", and "low" groups of students within the class.</li> <li>• The teacher is well informed about students' cultural heritage and incorporates this knowledge into lesson planning.</li> <li>• The teacher is aware of the special needs represented by students in the class.</li> </ul>	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> <li>• The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</li> <li>• The teacher seeks out information about their cultural heritage from all students.</li> <li>• The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</li> </ul>

Domain 1: Planning & Preparation

<b>Possible Examples</b>	<ul style="list-style-type: none"><li>• The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds.</li><li>• The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.</li><li>• The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.</li></ul>	<ul style="list-style-type: none"><li>• The teacher’s lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students.</li><li>• In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.</li><li>• Lesson plans make only peripheral reference to students’ interests.</li><li>• The teacher knows that some of her students have IEPs, but they’re so long that she hasn’t read them yet.</li></ul>	<ul style="list-style-type: none"><li>• The teacher creates an assessment of students’ levels of cognitive development.</li><li>• The teacher examines previous year’s cumulative folders to ascertain the proficiency levels of groups of students in the class.</li><li>• The teacher administers a student interest survey at the beginning of the school year.</li><li>• The teacher plans activities based on student-interest.</li><li>• The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.</li><li>• The teacher realizes that not all of his students are Christian and so he plans to read a Hanukkah story in December.</li><li>• The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.</li></ul>	<ul style="list-style-type: none"><li>• The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.</li><li>• The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning.</li><li>• The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult.</li><li>• The teacher attends the local Mexican heritage day, meeting several of his students’ extended families.</li><li>• The teacher regularly creates adapted assessment materials for several students with learning disabilities.</li></ul>
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## Domain 1: Planning & Preparation

<p><b>1C - Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>• Value, Sequence, and Alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for Diverse Learners</li> </ul>	<p>Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1. Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; not only is it important for students to learn to read, but educators also hope that they will like to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.</p>			
	<p style="text-align: center;"><b><i>Ineffective</i></b></p> <ul style="list-style-type: none"> <li>• Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</li> <li>• Outcomes are stated as activities rather than as student learning.</li> <li>• Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</li> </ul>	<p style="text-align: center;"><b><i>Developing</i></b></p> <ul style="list-style-type: none"> <li>• Outcomes represent moderately high expectations and rigor.</li> <li>• Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities.</li> <li>• Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</li> <li>• Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</li> </ul>	<p style="text-align: center;"><b><i>Accomplished</i></b></p> <ul style="list-style-type: none"> <li>• <b>Most outcomes represent rigorous and important learning in the discipline.</b></li> <li>• <b>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</b></li> <li>• <b>Outcomes reflect several different types of learning and opportunities for coordination.</b></li> <li>• <b>Outcomes take into account the varying needs of groups of students.</b></li> </ul>	<p style="text-align: center;"><b><i>Exemplary</i></b></p> <ul style="list-style-type: none"> <li>• All outcomes represent rigorous and important learning in the discipline.</li> <li>• The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</li> <li>• Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</li> <li>• Outcomes take into account the varying needs of individual students.</li> </ul>
<p><b><i>Critical Attributes</i></b></p>	<ul style="list-style-type: none"> <li>• Outcomes lack rigor.</li> <li>• Outcomes do not represent important learning in the discipline.</li> <li>• Outcomes are not clear or are stated as activities.</li> <li>• Outcomes are not suitable for many students in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes represent a mixture of low expectations and rigor.</li> <li>• Some outcomes reflect important learning in the discipline.</li> <li>• Outcomes are suitable for most of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes represent high expectations and rigor.</li> <li>• Outcomes are related to the “big ideas” of the discipline.</li> <li>• Outcomes are written in terms of what students will learn rather than do.</li> <li>• Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, and communication.</li> <li>• Outcomes are suitable to groups of students in the class and are differentiated where necessary.</li> </ul>	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> <li>• Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing.</li> <li>• Teacher connects outcomes to previous and future learning.</li> <li>• Outcomes are differentiated to encourage individual students to take educational risks.</li> </ul>

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<b>Possible Examples</b>	<ul style="list-style-type: none"><li>• A learning outcome for a fourth-grade class is to make a poster illustrating a poem.</li><li>• All the outcomes for a ninth-grade history class are factual knowledge.</li><li>• The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.</li><li>• Though there are a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.</li></ul>	<ul style="list-style-type: none"><li>• Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.</li><li>• The outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level students are struggling.</li></ul>	<ul style="list-style-type: none"><li>• One of the learning outcomes is for students to appreciate the aesthetics of 18<sup>th</sup> century English poetry.</li><li>• The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the events leading to the Revolutionary War.</li><li>• The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives.</li></ul>	<ul style="list-style-type: none"><li>• The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations.</li><li>• Students will develop a concept map that links previous learning goals to those they are currently working on.</li><li>• Some students identify additional learning.</li></ul>
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<p><b>1D - Demonstrating Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li>Resources for Classroom Use</li> <li>Resources to Extend Content Knowledge and Pedagogy</li> <li>Resources for Students</li> </ul>	<p>Student learning is enhanced by a teacher’s skillful use of resources; some of these are provided by the school as “official” materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, those for teachers to further their own professional knowledge and skill, and those that can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, choosing those that align directly with the learning outcomes and that will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to guarantee all students access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.</p>			
	<p><b>Ineffective</b></p> <ul style="list-style-type: none"> <li>Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.</li> </ul>	<p><b>Developing</b></p> <ul style="list-style-type: none"> <li>Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.</li> </ul>	<p><b>Accomplished</b></p> <ul style="list-style-type: none"> <li><b>Teacher displays awareness of resources – not only through the school and district but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own knowledge, and for students.</b></li> </ul>	<p><b>Exemplary</b></p> <ul style="list-style-type: none"> <li>Teacher displays extensive knowledge of resources – not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.</li> </ul>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>The teacher uses only district-provided materials, even when more variety would assist some students.</li> <li>The teacher does not seek out resources available to expand his or her own skill.</li> <li>Although aware of some student needs, the teacher does not inquire about possible resources.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher uses materials in the school library but does not search beyond the school for resources.</li> <li>The teacher participates in content-area workshops offered by the school but does not pursue other professional development.</li> <li>The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.</li> </ul>	<ul style="list-style-type: none"> <li>Texts are at varied levels.</li> <li>Texts are supplemented by guest speakers and field experiences.</li> <li>Teacher facilitates Internet resources.</li> <li>Resources are multidisciplinary.</li> <li>Teacher expands knowledge with professional learning groups and organizations.</li> <li>Teacher pursues options offered by universities.</li> <li>Teacher provides lists of resources outside the class for students to draw on.</li> </ul>	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> <li>Texts are matched to student skill level.</li> <li>The teacher has ongoing relationship with colleges and universities that support student learning.</li> <li>The teacher maintains log of resources for student reference.</li> <li>The teacher pursues apprenticeships to increase discipline knowledge.</li> <li>The teacher facilitates student contact with resources outside the classroom.</li> </ul>
<p><b>Possible Examples</b></p>	<ul style="list-style-type: none"> <li>For their unit on China, the students acquired all of their information from the district-supplied textbook.</li> <li>Mr. J is not sure how to teach fractions but doesn’t know how he’s expected to learn it by himself.</li> <li>A student says, “It’s too bad we can’t go to the nature center when we’re doing our unit on environment.”</li> </ul>	<ul style="list-style-type: none"> <li>For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow.</li> <li>The teacher knows she should learn more about teaching literacy, but the school offered only one professional development day last year.</li> <li>The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher provides her 5<sup>th</sup> graders a range of nonfiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts.</li> <li>The teacher took an online course on literature to expand her knowledge of great American writers.</li> <li>The teacher distributes a list of summer reading materials that would help prepare his 8<sup>th</sup> graders’ transition to high school.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies.</li> <li>The teacher spends the summer at Dow Chemical learning about current research so that she can expand her knowledge base for teaching chemistry.</li> <li>The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.</li> </ul>

<p><b>1E - Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>• Learning Activities</li> <li>• Instructional Materials and Resources</li> <li>• Instructional Groups</li> <li>• Lesson and Unit Structure</li> </ul>	<p>Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning.</p>			
	<p><b>Ineffective</b></p> <ul style="list-style-type: none"> <li>• The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</li> <li>• The activities are not designed to engage students in active intellectual activity and have unrealistic time allocation. Instructional groups do not support the instructional outcomes and offer no variety.</li> </ul>	<p><b>Developing</b></p> <ul style="list-style-type: none"> <li>• Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</li> <li>• The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</li> </ul>	<p><b>Accomplished</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</b></li> <li>• <b>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</b></li> <li>• <b>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</b></li> </ul>	<p><b>Exemplary</b></p> <ul style="list-style-type: none"> <li>• Plans represent the coordination of in-depth content knowledge, understanding of different students’ needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</li> <li>• Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</li> <li>• The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs.</li> </ul>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Learning activities are boring and/or not well aligned to the instructional goals.</li> <li>• Materials are not engaging or do not meet instructional outcomes.</li> <li>• Instructional groups do not support learning.</li> <li>• Lesson plans are not structured or sequenced and are unrealistic in their expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are moderately challenging.</li> <li>• Learning resources are suitable, but there is limited variety.</li> <li>• Instructional groups are random or only partially support objectives.</li> <li>• Lesson structure is uneven or may be unrealistic in terms of time expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are matched to instructional outcomes.</li> <li>• Activities provide opportunity for higher-level thinking.</li> <li>• Teacher provides a variety of appropriately challenging materials and resources.</li> <li>• Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</li> <li>• The plan for the lesson or unit is well structured, with reasonable time allocations.</li> </ul>	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> <li>• Activities permit student choice.</li> <li>• Learning experiences connect to other disciplines.</li> <li>• Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</li> <li>• Lesson plans differentiate for individual student needs.</li> </ul>

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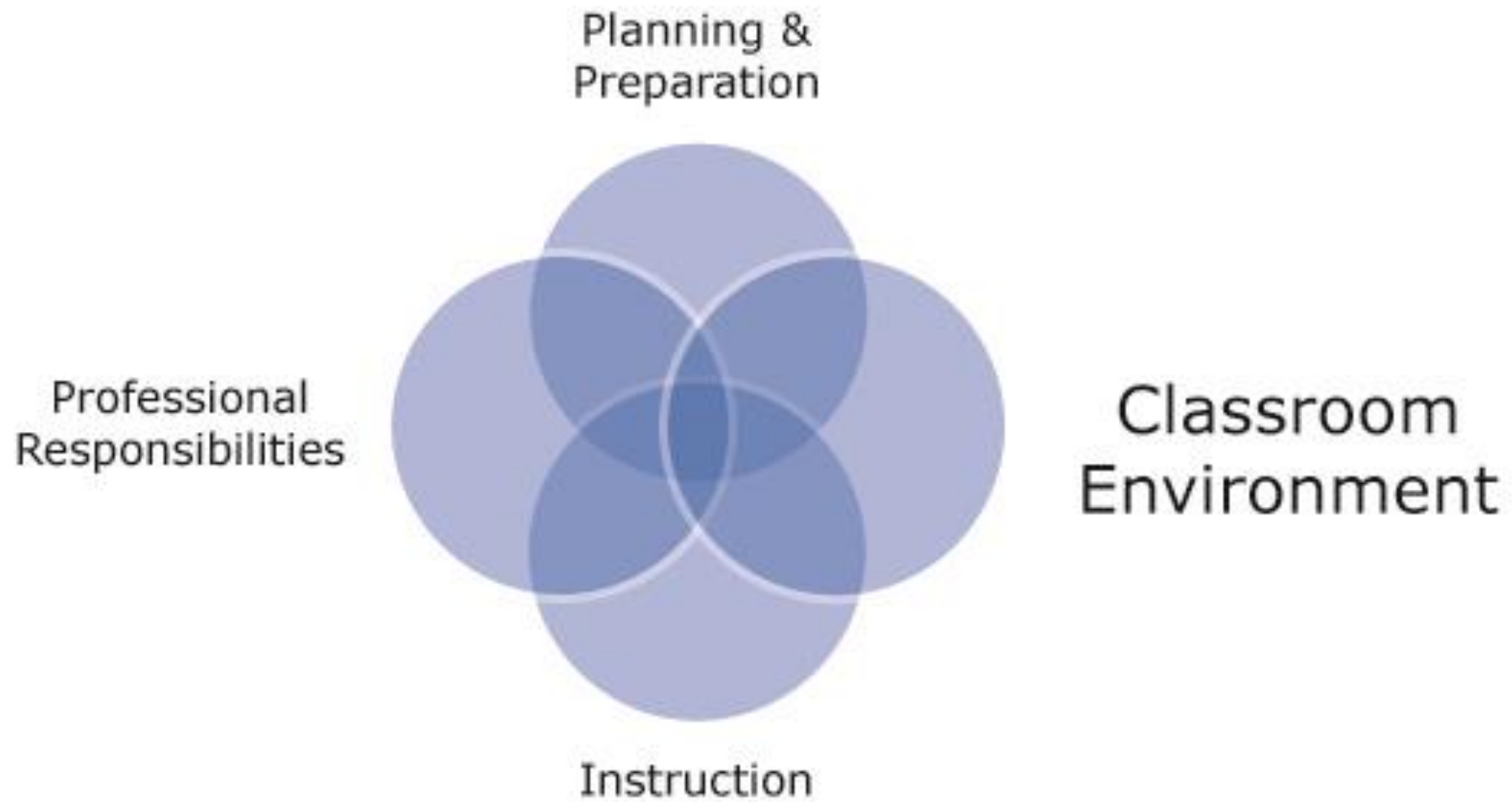
<b>Possible Examples</b>	<ul style="list-style-type: none"><li>• The teacher plans to have his 9<sup>th</sup> graders color in the worksheet after memorizing the parts of a microscope.</li><li>• Despite having a textbook that is 15 years old, the teacher plans to use that as the sole resource for his communism unit.</li><li>• The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four selected on the basis of where they are sitting.</li><li>• The teacher’s lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.</li></ul>	<ul style="list-style-type: none"><li>• After the mini-lesson the teacher plans to have the whole class play a game to reinforce the skills she taught.</li><li>• The teacher has found an atlas to use as a supplemental resource during the geography unit.</li><li>• The teacher always lets students select their own working groups because they behave better when they can choose with whom they wish to sit.</li><li>• The teacher’s lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.</li></ul>	<ul style="list-style-type: none"><li>• The teacher reviews her learning activities with a reference to high-level “action verbs” and rewrites some of the activities to increase the challenge level.</li><li>• The teacher creates a list of historical fiction titles that will expand her students’ knowledge of the age of exploration.</li><li>• The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style.</li><li>• The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.</li></ul>	<ul style="list-style-type: none"><li>• The teacher’s unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning.</li><li>• While completing their projects, the teacher’s students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections.</li><li>• After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future.</li><li>• The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson’s outcomes to those they previously learned.</li></ul>
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<p><b>1F - Designing Student Assessments</b></p> <ul style="list-style-type: none"> <li>• Congruence with Instructional Outcomes</li> <li>• Criteria and Standards</li> <li>• Design of Formative Assessments</li> <li>• Use for Planning</li> </ul>	<p>Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, to assess reasoning skills and factual knowledge, different methods are needed. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional processes, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding of the learning outcomes.</p>			
	<p style="text-align: center;"><b><i>Ineffective</i></b></p> <ul style="list-style-type: none"> <li>• Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</li> <li>• Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</li> </ul>	<p style="text-align: center;"><b><i>Developing</i></b></p> <ul style="list-style-type: none"> <li>• Some of the instructional outcomes are assessed through the proposed approach, but others are not.</li> <li>• Assessment criteria and standards have been developed, but they are not clear.</li> <li>• Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</li> <li>• Teacher intends to use assessment results to plan for future instruction for the class as a whole.</li> </ul>	<p style="text-align: center;"><b><i>Accomplished</i></b></p> <ul style="list-style-type: none"> <li>• <b>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</b></li> <li>• <b>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</b></li> <li>• <b>Teacher intends to use assessment results to plan for future instruction for groups of students.</b></li> </ul>	<p style="text-align: center;"><b><i>Exemplary</i></b></p> <ul style="list-style-type: none"> <li>• Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</li> <li>• Assessment methodologies have been adapted for individual students, as needed.</li> <li>• The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</li> </ul>
<p><b><i>Critical Attributes</i></b></p>	<ul style="list-style-type: none"> <li>• Assessments do not match instructional outcomes.</li> <li>• Assessments have no criteria.</li> <li>• No formative assessments have been designed.</li> <li>• Assessment results do not affect future plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Only some of the instructional outcomes are addressed in the planned assessments.</li> <li>• Assessment criteria are vague.</li> <li>• Plans refer to the use of formative assessments, but they are not fully developed.</li> <li>• Assessment results are used to design lesson plans for the whole class, not individual students.</li> </ul>	<ul style="list-style-type: none"> <li>• All the learning outcomes have a method for assessment.</li> <li>• Assessment types match learning expectations.</li> <li>• Plans indicate modified assessments for some students as needed.</li> <li>• Assessment criteria are clearly written.</li> <li>• Plans include formative assessments to use during instruction.</li> <li>• Lesson plans indicate possible adjustments based on formative assessment data.</li> </ul>	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> <li>• Assessments provide opportunities for student choice.</li> <li>• Students participate in designing assessments for their own work.</li> <li>• Teacher-designed assessments are authentic with real-world application, as appropriate.</li> <li>• Students develop rubrics according to teacher-specified learning objectives.</li> <li>• Students are actively involved in collecting information from formative assessments and provide input.</li> </ul>

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<b>Possible Examples</b>	<ul style="list-style-type: none"><li>• The teacher marks papers on the foundation of the U.S. constitution on the basis of grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.</li><li>• After the students present their research on globalization, the teacher tells them their letter grade. When students ask how he has arrived at the grade, he responds, "After all these years in education, I just know what grade to give."</li><li>• The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"</li><li>• The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."</li></ul>	<ul style="list-style-type: none"><li>• The district goal for the Europe unit is for students to understand geopolitical relationships. The teacher plans to have the students memorize all the country capitals and rivers.</li><li>• The teacher's students receive their tests back; each one is simply marked with a letter grade at the top.</li><li>• The plan indicates that the teacher will pause to "check for understanding" but without a clear indication of how that is to be done.</li><li>• A student says, "If half the class passed the test, why are we all reviewing the material again?"</li></ul>	<ul style="list-style-type: none"><li>• Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to have them write a variety of persuasive essays as preparation.</li><li>• Ms. M has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation are clearly defined.</li><li>• Mr. C creates a short questionnaire to distribute to his students at the end of class; on the basis of their responses, he will organize them into different groups during the next lesson's activities.</li><li>• Based on the previous morning's formative assessment, Ms. D plans to have 5 students work on a more challenging project while she works with 6 other students to reinforce the concept.</li></ul>	<ul style="list-style-type: none"><li>• To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students - the use of cell phones in class.</li><li>• Mr. J's students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.</li><li>• After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.</li><li>• Mrs. T has developed a routine for her class: students know that if they are struggling with a math concept, they will sit in a small group with her during workshop time.</li></ul>
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## Domain 2: The Classroom Environment

<b>2A - Creating an Environment of Respect and Rapport</b>	An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.			
<ul style="list-style-type: none"> <li>Teacher Interaction with Students, including both words and actions.</li> <li>Student Interactions with One Another, including both words and actions.</li> </ul>	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
	<ul style="list-style-type: none"> <li>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</li> <li>Teacher does not deal with disrespectful behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</li> <li>Students rarely demonstrate disrespect for one another.</li> <li>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</b></li> <li><b>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</b></li> <li><b>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</b></li> </ul>	<ul style="list-style-type: none"> <li>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</li> <li>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</li> </ul>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity.</li> <li>Students use disrespectful talk towards one another with no response from the teacher.</li> <li>Teacher displays no familiarity with or caring about individual students' interests or personalities.</li> </ul>	<ul style="list-style-type: none"> <li>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</li> <li>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</li> <li>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</li> </ul>	<ul style="list-style-type: none"> <li>Talk between teacher and students and among students is uniformly respectful.</li> <li>Teacher responds to disrespectful behavior among students.</li> <li>Teacher makes superficial connections with individual students.</li> </ul>	In addition to the characteristics of "accomplished": <ul style="list-style-type: none"> <li>Teacher demonstrates knowledge and caring about individual students' lives beyond school.</li> <li>When necessary, students correct one another in their conduct toward classmates.</li> <li>There is no disrespectful behavior among students.</li> <li>The teacher's response to a student's incorrect response respects the student's dignity.</li> </ul>

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<p><b>Possible Examples</b></p>	<ul style="list-style-type: none"> <li>• A student slumps in his/her chair following a comment by the teacher.</li> <li>• Students roll their eyes at a classmate's idea; the teacher does not respond.</li> <li>• Many students talk when the teacher and other students are talking; the teacher does not correct them.</li> <li>• Some students refuse to work with other students.</li> <li>• Teacher does not call students by their names.</li> </ul>	<ul style="list-style-type: none"> <li>• Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.</li> <li>• A few students do not engage with others in the classroom, even when put together in small groups.</li> <li>• Students applaud halfheartedly following a classmate's presentation to the class.</li> <li>• Teacher says, "Don't talk that way to your classmates," but student shrugs his/her shoulders.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher greets students by name as they enter the class or during the lesson.</li> <li>• The teacher gets on the same level with students, kneeling, for example, beside a student working at a desk.</li> <li>• Students attend fully to what the teacher is saying.</li> <li>• Students wait for classmates to finish speaking before beginning to talk.</li> <li>• Students applaud politely following a classmate's presentation to the class.</li> <li>• Students help each other and accept help from each other.</li> <li>• Teacher and students use courtesies such as "please," "thank you," "excuse me."</li> <li>• Teacher says, "Don't talk that way to your classmates," and the insults stop.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher inquires about a student's soccer game last week-end (or extracurricular activities or hobbies).</li> <li>• Students hush classmates causing a distraction while the teacher or another student is speaking.</li> <li>• Students clap enthusiastically after one another's presentations for a job well done.</li> <li>• The teacher says, "That's an interesting idea, Josh, but you're forgetting..."</li> </ul>
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## Domain 2: The Classroom Environment

<p><b>2B - Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>• Importance of the Content and Learning</li> <li>• Expectations for Learning and Achievement</li> <li>• Student Pride in Work</li> </ul>	<p>A “culture of learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. 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. The classroom is characterized by high cognitive energy and by a sense that what is happening there is important and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.</p>			
	<p style="text-align: center;"><b><i>Ineffective</i></b></p> <ul style="list-style-type: none"> <li>• The classroom culture is characterized by a lack of teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</li> <li>• Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students</li> </ul>	<p style="text-align: center;"><b><i>Developing</i></b></p> <ul style="list-style-type: none"> <li>• The classroom culture is characterized by little commitment to learning by teacher or students.</li> <li>• The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</li> <li>• The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</li> </ul>	<p style="text-align: center;"><b><i>Accomplished</i></b></p> <ul style="list-style-type: none"> <li>• <b>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</b></li> <li>• <b>The teacher conveys that with hard work students can be successful.</b></li> <li>• <b>Students understand their role as learners and consistently expend effort to learn.</b></li> <li>• <b>Classroom interactions support learning and hard work.</b></li> </ul>	<p style="text-align: center;"><b><i>Exemplary</i></b></p> <ul style="list-style-type: none"> <li>• The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</li> <li>• The teacher conveys high expectations for learning by all students and insists on hard work.</li> <li>• Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</li> </ul>
<p><b><i>Critical Attributes</i></b></p>	<ul style="list-style-type: none"> <li>• The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</li> <li>• The teacher conveys to at least some students that the work is too challenging for them</li> <li>• Students exhibit little or no pride in their work.</li> <li>• Class time is devoted more to socializing than to learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s energy for the work is neutral, indicating neither a high level of commitment nor “blowing it off”.</li> <li>• The teacher conveys high expectations for only some students.</li> <li>• Students comply with the teacher’s expectations for learning, but they don’t indicate commitment on their own initiative for the work.</li> <li>• Many students indicate that they are looking for an “easy path”.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it.</li> <li>• The teacher demonstrates a high regard for student abilities.</li> <li>• Teacher conveys an expectation of high levels of student effort.</li> <li>• Students expend good effort to complete work of high quality.</li> </ul>	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> <li>• The teacher communicates a genuine passion for the subject.</li> <li>• Students indicate that they are not satisfied unless they have complete understanding.</li> <li>• Students’ questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer.</li> <li>• Students recognize the efforts of their classmates.</li> <li>• Students take initiative in improving the quality of their work.</li> </ul>

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<b>Possible Examples</b>	<ul style="list-style-type: none"><li>• The teacher tells students that they’re doing lessons because it’s on the test, in the book, or mandated by the district.</li><li>• Teacher says to a student, “Why don’t you try this easier problem?”</li><li>• Students turn in sloppy or incomplete work.</li><li>• Students don’t engage in work, and the teacher ignores it.</li><li>• Students have not completed their homework, and the teacher does not respond.</li><li>• Almost all of the activities are busy work.</li></ul>	<ul style="list-style-type: none"><li>• Teacher says, “Let’s get through this.”</li><li>• Teachers says, “I think most of you will be able to do this.”</li><li>• Students consult with one another to determine how to fill out a worksheet but do not encourage each other to questions their ideas.</li><li>• Teacher does not encourage students who are struggling.</li><li>• Only some students get down to work after an assignment is given or after entering the room.</li></ul>	<ul style="list-style-type: none"><li>• Teacher says, “This is important: you’ll need to speak grammatical English when you apply for a job.”</li><li>• Teacher says, “This idea is really important! It’s central to our understanding of history.”</li><li>• Teacher says, “Let’s work on this together; it’s hard, but you all will be able to do it well.”</li><li>• Teacher hands a paper back to a student, saying, “I know you can do a better job on this.” The student accepts the comment without complaint.</li><li>• Students get down to work right away when an assignment is given or after entering the room.</li></ul>	<ul style="list-style-type: none"><li>• The teacher says, “It’s really fun to find the patterns for factoring polynomials.”</li><li>• Student asks a classmate to explain a concept or procedure since she didn’t quite follow the teacher’s explanation.</li><li>• Students question one another on answers.</li><li>• Student asks the teacher whether he can redo a piece of work since he now sees how it could be strengthened.</li><li>• Students work even when the teacher isn’t working with them or directing their efforts.</li></ul>
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## Domain 2: The Classroom Environment

<p><b>2C - Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>• Management of Instructional Groups</li> <li>• Management of Transitions</li> <li>• Management of Materials and Supplies</li> <li>• Performance of Non-Instructional Duties</li> </ul>	<p>A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedure for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed operation of the classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and success in teaching students to employ them, may be inferred from the sense that the class “runs itself”.</p>			
	<p style="text-align: center;"><b><i>Ineffective</i></b></p>	<p style="text-align: center;"><b><i>Developing</i></b></p>	<p style="text-align: center;"><b><i>Accomplished</i></b></p>	<p style="text-align: center;"><b><i>Exemplary</i></b></p>
	<ul style="list-style-type: none"> <li>• Much instructional time is lost through inefficient classroom routines and procedures.</li> <li>• There is little or no evidence that the teacher is managing instructional groups, transitions, and /or the handling of materials and supplies effectively.</li> <li>• There is little evidence that students know or follow established routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Some instructional time is lost through only partially effective classroom routines and procedures.</li> <li>• The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</li> <li>• With regular guidance and prompting, students follow established routines.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>There is little loss of instructional time because of effective classroom routines and procedures.</b></li> <li>• <b>The teacher’s management of instructional groups and the handling of materials and supplies are consistently successful.</b></li> <li>• <b>With minimal guidance and prompting students follow established classroom routines.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Instructional time is maximized because of efficient routine and procedures.</li> <li>• Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</li> <li>• Routines are well understood and may be initiated by students.</li> </ul>
<p><b><i>Critical Attributes</i></b></p>	<ul style="list-style-type: none"> <li>• Students not working with the teacher are not productively engaged or are disruptive to the class.</li> <li>• There are no established procedures for distributing and collecting materials.</li> <li>• Procedures for other activities are confused or chaotic.</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups are only partially engaged while not working directly with the teacher.</li> <li>• Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough.</li> <li>• Classroom routines function unevenly.</li> </ul>	<ul style="list-style-type: none"> <li>• The students are productively engaged during small-group work.</li> <li>• Transitions between large- and small-group activities are smooth.</li> <li>• Routines for distribution and collections of materials and supplies work efficiently.</li> <li>• Classroom routines function smoothly.</li> </ul>	<p>In addition the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> <li>• Students take the initiative with their classmates to ensure that their time is used productively.</li> <li>• Student themselves ensure that transitions and other routines are accomplished smoothly.</li> <li>• Students take initiative in distributing and collecting materials efficiently.</li> </ul>

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<b>Possible Examples</b>	<ul style="list-style-type: none"><li>• When moving into small groups, students are confused about where they are supposed to go, whether they should take their chair, etc.</li><li>• There are long lines for materials and supplies, or distributing supplies is time consuming.</li><li>• Students bump into one another lining up or sharpening pencils.</li><li>• Roll taking consumes much time at the beginning of the lesson, and students are not working on anything during the process.</li><li>• Most students ask what they are to do or look around for clues from others.</li></ul>	<ul style="list-style-type: none"><li>• Some students not working with the teacher are not productively engaged in learning.</li><li>• Transitions between large- and small-group activities are rough, but they are accomplished.</li><li>• Students are not sure what to do when materials are being distributed or collected.</li><li>• Students ask some clarifying questions about procedures.</li><li>• The attendance or lunch count consumes more time than it would need if the procedure were more routinized.</li></ul>	<ul style="list-style-type: none"><li>• Students get started on an activity while the teacher takes attendance.</li><li>• Students move smoothly between large- and small-group activities.</li><li>• The teacher has an established timing device, such as counting down to signal students to return to their desks.</li><li>• Teacher has an established attention signal, such as raising a hand, or dimming the lights.</li><li>• One member of each small group collects materials for the table.</li><li>• There is an established color-coded system indicating where materials should be stored.</li><li>• In small-group work, students have established roles, they listen to one another summarize different vies, etc.</li><li>• Cleanup at the end of a lesson is fast and efficient.</li></ul>	<ul style="list-style-type: none"><li>• Students direct classmates in small groups not working directly with the teacher to be more efficient in their work.</li><li>• A student reminds classmates of the roles that they are to play within the group.</li><li>• A student redirects a classmate to the table he should be at following a transition.</li><li>• Students propose an improved attention signal.</li><li>• Students independently check themselves into class on the attendance board.</li></ul>
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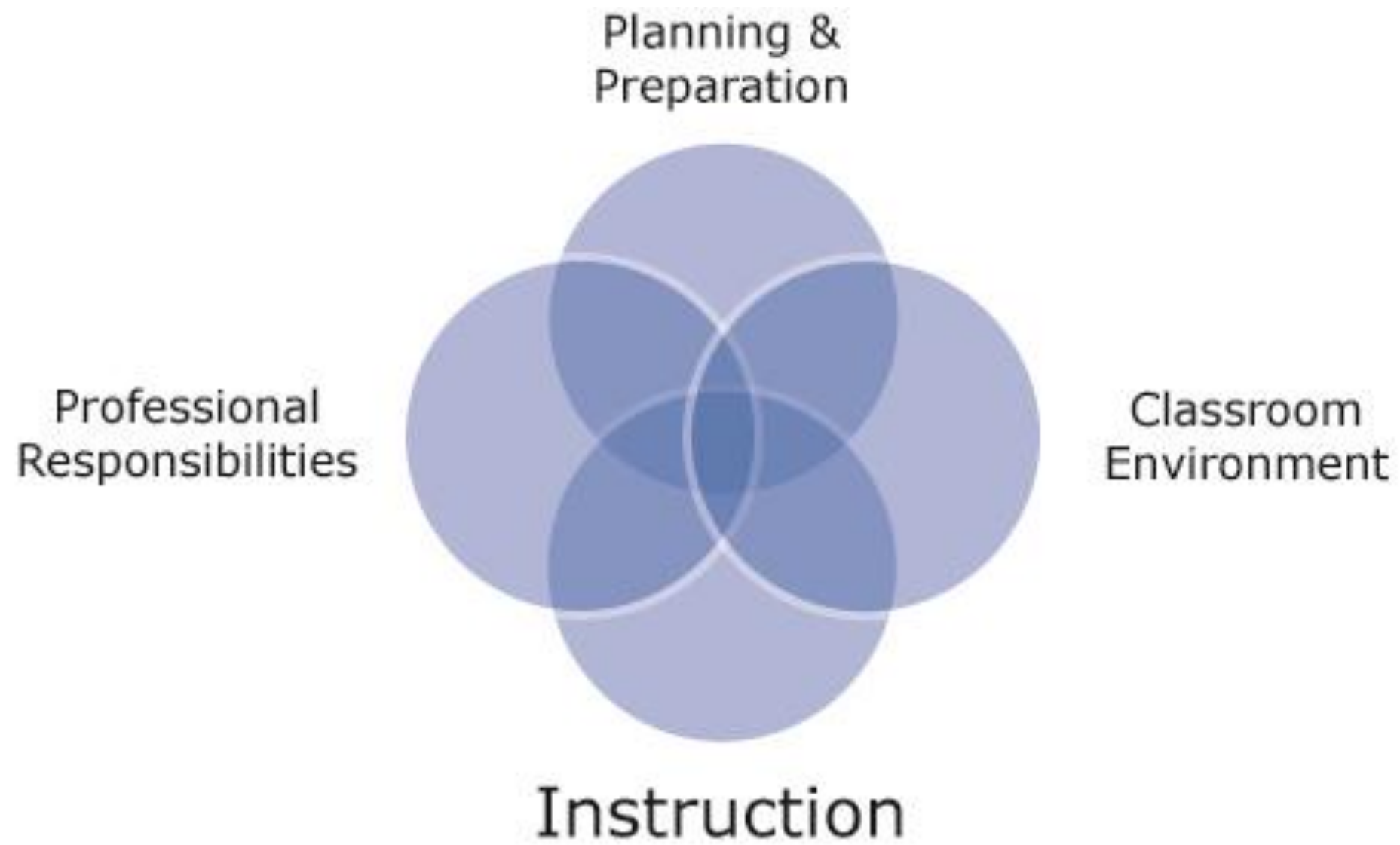
## Domain 2: The Classroom Environment

<b>2D - Managing Student Behavior</b> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring of Student Behavior</li> <li>• Response to Student Misbehavior</li> </ul>	In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel businesslike and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.			
	<b>Ineffective</b> <ul style="list-style-type: none"> <li>• There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</li> <li>• Students challenge the standards of conduct.</li> <li>• Response to students' misbehavior is repressive or disrespectful of student dignity</li> </ul>	<b>Developing</b> <ul style="list-style-type: none"> <li>• Standards of conduct appear to have been established, but their implementation is inconsistent.</li> <li>• Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</li> <li>• There is inconsistent implementation of the standards of conduct.</li> </ul>	<b>Accomplished</b> <ul style="list-style-type: none"> <li>• <b>Student behavior is generally appropriate.</b></li> <li>• <b>The teacher monitors student behavior against established standards of conduct.</b></li> <li>• <b>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</b></li> </ul>	<b>Exemplary</b> <ul style="list-style-type: none"> <li>• Student behavior is entirely appropriate.</li> <li>• Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</li> <li>• Teachers' monitoring of student behavior is subtle and preventative.</li> <li>• Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</li> </ul>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The classroom environment is chaotic, with no apparent standards of conduct.</li> <li>• The teacher does not monitor student behavior.</li> <li>• Some students violate classroom rules, without apparent teacher awareness.</li> <li>• When the teacher notices student misbehavior, she appears helpless to do anything about it.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</li> <li>• Teacher attempts to keep track of student behavior, but with no apparent system.</li> <li>• The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient.</li> </ul>	<ul style="list-style-type: none"> <li>• Standards of conduct appear to have been established.</li> <li>• Student behavior is generally appropriate.</li> <li>• The teacher frequently monitors student behavior.</li> <li>• Teacher's response to student misbehavior is effective.</li> <li>• Teacher acknowledges good behavior.</li> </ul>	In addition to the characteristics of "accomplished": <ul style="list-style-type: none"> <li>• Student behavior is entirely appropriate; there is no evidence of student misbehavior.</li> <li>• The teacher monitors student behavior without speaking—just moving about.</li> <li>• Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</li> </ul>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• Students are talking among themselves, with no attempt by the teacher to silence them.</li> <li>• An object flies through the air, without teacher notice.</li> <li>• Students are running around the room, the result being a chaotic environment.</li> <li>• Their phones and other electronics distract students but the teacher does nothing.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom rules are posted, but neither teacher nor students refer to them.</li> <li>• The teacher repeatedly asks students to take their seats, they ignore him.</li> <li>• Teacher says to one student, "Where's your late pass? Go to the office." To another, "You don't have a late pass? Come in and take your seat; you've missed enough already."</li> </ul>	<ul style="list-style-type: none"> <li>• Upon a nonverbal signal from the teacher, students correct their behavior.</li> <li>• The teacher moves to every section of the classroom; keeping a close eye on student behavior.</li> <li>• The teacher gives a student a hard look, and the student stops talking to his neighbor.</li> </ul>	<ul style="list-style-type: none"> <li>• A student suggests a revision in one of the classroom rules.</li> <li>• The teacher notices that some students are talking among themselves and without a word moves nearer to them, the talking stops.</li> <li>• The teacher asks to speak to a student privately about misbehavior.</li> <li>• A student reminds his/her classmates of the class rule about chewing gum.</li> </ul>

## Domain 2: The Classroom Environment

<b>2E - Organizing Physical Space</b> <ul style="list-style-type: none"> <li>Safety and Accessibility</li> <li>Arrangement of Furniture and Use of Physical Resources</li> </ul>	<p>The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what’s going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology.</p>			
	<b><i>Ineffective</i></b> <ul style="list-style-type: none"> <li>The physical environment is unsafe, or many students don’t have access to learning resources.</li> <li>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</li> </ul>	<b><i>Developing</i></b> <ul style="list-style-type: none"> <li>The classroom is safe, and essential learning is accessible to most students.</li> <li>The teacher’s use of physical resources, including computer technology, is moderately effective.</li> <li>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</li> </ul>	<b><i>Accomplished</i></b> <ul style="list-style-type: none"> <li><b>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</b></li> <li><b>Teacher makes effective use of physical resources, including computer technology.</b></li> </ul>	<b><i>Exemplary</i></b> <ul style="list-style-type: none"> <li>The classroom is safe, and learning is accessible to all students, including those with special needs.</li> <li>Teacher makes effective use of physical resources, including computer technology. The teacher ensures the arrangement is appropriate to the learning activities.</li> <li>Students contribute to the use or adaptation of the physical environment to advance learning.</li> </ul>
<b><i>Critical Attributes</i></b>	<ul style="list-style-type: none"> <li>There are physical hazards in the classroom, endangering student safety.</li> <li>Many students can’t see or hear the teacher or the board.</li> <li>Available technology is not being used, even if its use would enhance the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>The physical environment is safe, and most students can see and hear.</li> <li>The physical environment is not an impediment to learning but does not enhance it.</li> <li>The teacher makes limited use of available technology and other resources</li> </ul>	<ul style="list-style-type: none"> <li>The classroom is safe, and all students are able to see and hear.</li> <li>The classroom is arranged to support the instructional goals and learning activities.</li> <li>The teacher makes appropriate use of available technology.</li> </ul>	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> <li>Modifications are made to the physical environment to accommodate students with special needs.</li> <li>There is total alignment between the goals of the lesson and the physical environment.</li> <li>Students take the initiative to adjust the physical environment.</li> <li>Teachers and students make extensive and imaginative use of available technology.</li> </ul>
<b><i>Possible Examples</i></b>	<ul style="list-style-type: none"> <li>There are electrical cords placed in unsafe locations around the classroom.</li> <li>There is a pole in the middle of the room; some students can’t see the board.</li> <li>A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher ensures that dangerous chemicals are stored safely.</li> <li>The classroom desks remain in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson.</li> <li>The teacher tries to use a computer to illustrate a concept but requires several attempts to make it work.</li> </ul>	<ul style="list-style-type: none"> <li>There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</li> <li>Desks are moved to make tables so students can work together, or in a circle for class discussion.</li> <li>The use of an Internet connection enriches the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Students ask whether they can shift the furniture to better suit the differing needs of small-group work and large-group discussion.</li> <li>A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate’s eyes.</li> <li>A student suggests an application of the white board for an activity.</li> </ul>





<div><b>3A - Communicating with students</b></div> <div><ul style="list-style-type: none"><li>• Expectations for Learning</li><li>• Directions and Procedures</li><li>• Explanation of Content</li><li>• Use of Oral and Written Language</li></ul></div>	Teachers communicate with students for several independent, but related purposes. First they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so that students know what it is that they are to do. When teachers present concepts and information, those presentations are made with accuracy, clarity, and imagination. When expanding upon the topic is appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students’ interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry-based science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. The teacher’s use of language is vivid, rich and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students.			
	<div><b>Ineffective</b></div> <div><ul style="list-style-type: none"><li>• The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</li><li>• The teacher’s explanation of the content contains major errors.</li><li>• The teacher’s spoken or written language contains errors.</li><li>• The teacher’s spoken or written language contains errors of grammar or syntax</li><li>• The teacher’s vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</li></ul></div>	<div><b>Developing</b></div> <div><ul style="list-style-type: none"><li>• The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</li><li>• The teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</li><li>• The teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement.</li><li>• Teacher’s spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds.</li></ul></div>	<div><b>Accomplished</b></div> <div><ul style="list-style-type: none"><li>• <b>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly.</b></li><li>• <b>Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experiences.</b></li><li>• <b>During the explanation of content, the teacher invites student intellectual engagement.</b></li><li>• <b>Teacher’s spoken and written language is clear and correct and uses vocabulary appropriate to the students’ ages and interests.</b></li></ul></div>	<div><b>Exemplary</b></div> <div><ul style="list-style-type: none"><li>• The teacher links the instructional purpose of the lesson to the students’ interests; the directions and procedures are clear and anticipate possible student misunderstanding.</li><li>• The teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interest.</li><li>• Students contribute to extending the content and help explain concepts to their classmates.</li><li>• The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies.</li></ul></div>

### Domain 3: Instruction

<p><b><i>Critical Attributes</i></b></p>	<ul style="list-style-type: none"> <li>At no time during the lesson does the teacher convey to the student what they will be learning.</li> <li>Students indicate through their questions that they are confused about the learning task.</li> <li>The teacher makes a serious content error that will affect students' understanding of the lesson.</li> <li>Students indicate through body language or questions that they don't understand the content being presented.</li> <li>Teacher's communications include errors of vocabulary or usage.</li> <li>The teacher's vocabulary is inappropriate to the age or culture of the students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher refers in passing to what the students will be learning, or has written it on the board with no elaboration or explanation.</li> <li>The teacher must clarify the learning task so that student can complete it.</li> <li>The teacher makes no serious content errors but may make a minor error.</li> <li>The teacher's explanation of the content consists of monologue or is purely procedural, with minimal participation by students.</li> <li>Vocabulary and usage are correct but unimaginative.</li> <li>Vocabulary is too advanced or too juvenile for the students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher states clearly, at some point during the lesson, what the students will be learning.</li> <li>If the tactic is appropriate, the teacher models the process to be followed in the task.</li> <li>Students engage with the learning task, indicating that they understand what they are to do.</li> <li>The teacher makes no content errors.</li> <li>The teacher's explanation of content is clear and invites student participation and thinking.</li> <li>The teacher's vocabulary and usage are correct and completely suited to the lesson.</li> <li>The teacher's vocabulary is appropriate to the students' ages and levels of development.</li> </ul>	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> <li>The teacher points out possible areas of misunderstanding.</li> <li>Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</li> <li>All students seem to understand the presentation.</li> <li>The teacher invites student to explain the content to the class or to classmates.</li> <li>Teacher uses rich language, offering brief vocabulary lessons where appropriate.</li> </ul>
<p><b><i>Possible Examples</i></b></p>	<ul style="list-style-type: none"> <li>A student asks, "What are we supposed to be doing? But the teacher ignores the question.</li> <li>The teacher states that to add fractions they must have the same numerator.</li> <li>Students have a quizzical look on their faces; some may withdraw from the lesson.</li> <li>Students become disruptive, or talk among themselves in an effort to follow the lesson.</li> <li>The teacher uses technical terms with an elementary class without explaining their meanings.</li> <li>The teacher tends to say "ain't."</li> </ul>	<ul style="list-style-type: none"> <li>The teacher mispronounces some common words.</li> <li>The teacher says, "And oh, by the way, today we're going to factor polynomials."</li> <li>A student asks, "What are we supposed to be doing?" and the teacher clarifies the task.</li> <li>Students ask, "What do I write here?" in order to complete a task.</li> <li>Having asked students only to listen, the teacher says, "Watch me while I show you how to. . ."</li> <li>A number of students do not seem to be following the explanation.</li> <li>Students are inattentive during the teacher's explanation of content.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher says, "By the end of today's lesson, you're all going to be able to factor different types of polynomials."</li> <li>In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?"</li> <li>The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher says, "Here's a spot where some students have difficulty . . . be sure to read it carefully."</li> <li>The teacher asks a student to explain the task to other students.</li> <li>When help is needed a student offers clarification about the learning task to classmates.</li> <li>The teacher explains passive solar energy by inviting student to think about the temperature in a closed car on a cold but sunny day or by the water in a hose that has been sitting in the sun.</li> <li>The teacher says, "Who would like to explain this idea to us?"</li> <li>The teacher pauses during an explanation of civil rights movement to remind students that the prefix "in" as in "inequality," means "not" and the prefix "un" means the same thing.</li> </ul>

<div><div>3B - Questioning and Discussion Techniques</div><div><ul style="list-style-type: none"><li>Quality of Questions/Prompts</li><li>Discussion Techniques</li><li>Student Participation</li></ul></div></div>	<p>Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this fact reflects their central importance to teachers’ practices. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding are being used rather than serving as recitation or a verbal quiz. Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students’ responses to questions are valued; effective teachers are especially adept at responding to and building upon student responses and making use of their ideas. High- quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. These discussions may be based on questions formulated by the students themselves.</p> <p>Not all questions must be at high cognitive level in order for a teacher’s performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is “on board.” Furthermore, if the questions are at a high level, but only a few students participate in the discussion, the teacher’s performance on the component cannot be judged to be at a high level. In addition, in lessons involving student in small-group work, the quality of the student’s questions and discussion in their small groups may be considered part of this component.</p> <p>In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.</p>			
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"><li>Teacher’s questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</li><li>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</li><li>A few students dominate the discussion.</li></ul>	<ul style="list-style-type: none"><li>Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance.</li><li>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</li><li>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</li></ul>	<ul style="list-style-type: none"><li><b>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</b></li><li><b>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</b></li><li><b>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</b></li></ul>	<ul style="list-style-type: none"><li>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</li><li>Students formulate many questions, initiate topics, and make unsolicited contributions.</li><li>Students themselves ensure that all voices are heard in the discussion.</li></ul>

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<b><i>Critical Attributes</i></b>	<ul style="list-style-type: none"><li>• Questions are rapid-fire, and convergent with a single correct answer.</li><li>• Questions do not invite student thinking.</li><li>• All discussion is between teacher and students; students are not invited to speak directly to one another.</li><li>• A few Students dominate the discussion.</li></ul>	<ul style="list-style-type: none"><li>• Teacher frames some questions designed to promote student thinking, but only a small number of students are involved.</li><li>• The teacher invites students to respond directly to one another’s ideas, but few students respond.</li><li>• Teacher calls on many students, but only a few actually participate in the discussion.</li></ul>	<ul style="list-style-type: none"><li>• Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</li><li>• The teacher makes effective use of wait time.</li><li>• The teacher effectively builds on student responses to questions.</li><li>• Discussions enable students to talk to one another without ongoing mediation by the teacher.</li><li>• The teacher calls on most students, even those who don’t initially volunteer.</li><li>• Many students actively engage in the discussion.</li></ul>	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"><li>• Students initiate higher-order questions.</li><li>• Students extend the discussion, enriching it.</li><li>• Students invite comments from their classmates during a discussion.</li></ul>
<b><i>Possible Examples</i></b>	<ul style="list-style-type: none"><li>• All questions are of the “recitation” type such as “What is 3 x 4?”</li><li>• The teacher asks a questions for which the answer is on the board; students respond by reading it.</li><li>• The teacher calls only upon students who have their hands up.</li></ul>	<ul style="list-style-type: none"><li>• Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?”</li><li>• The teacher asks: “Who has an idea about this?” but only the usual three students offer comments.</li><li>• The teacher asks: “Michael can you comment on Mary’s idea?” but Michael does not respond or makes a comment directly to the teacher.</li></ul>	<ul style="list-style-type: none"><li>• The teacher asks, “What might have happened if the colonists had not prevailed in the American war for independence?”</li><li>• The teacher uses the plural form in asking questions, such as, “What are some things you think might contribute to . . .?”</li><li>• The teacher asks, “Michael, can you comment on Mary’s idea?” and Michael responds directly to Mary.</li><li>• After posing a question and asking each of the students to write a brief response and then share it with a partner, the teacher invites a few to offer their ideas to the entire class.</li></ul>	<ul style="list-style-type: none"><li>• A student asks, “How many ways are there to get this answer?”</li><li>• A student says to a classmate, “I don’t think I agree with you on this, because . . .”</li><li>• A student asks of other students, “Does anyone have another idea how we might figure this out?”</li><li>• A student asks, “What if . . .?”</li></ul>

<div><b>3C - Engaging Students in Learning</b></div> <div><ul style="list-style-type: none"><li>• Activities and Assignments</li><li>• Grouping of Students</li><li>• Instructional Materials and Resources</li><li>• Structure and Pacing</li></ul></div>	<p>Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they “on task.” The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussing, debating, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices and making important contributions to the intellectual life of the class. Such activities don’t typically consume the entire lesson, but they are essential components of engagement.</p> <p>A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. The teacher organizes student tasks to provide cognitive challenge and then encourages students to reflect on what they have done and what they have learned. This is, the lesson has closure, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is, “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged. In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.</p>			
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	<ul style="list-style-type: none"><li>• The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</li><li>• The pace of the lesson is too slow or too rushed.</li><li>• Few students are intellectually engaged or interested.</li></ul>	<ul style="list-style-type: none"><li>• The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</li><li>• The pacing of the lesson may not provide students the time needed to be intellectually engaged.</li></ul>	<ul style="list-style-type: none"><li>• <b>The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</b></li><li>• <b>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</b></li></ul>	<ul style="list-style-type: none"><li>• Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</li><li>• In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</li><li>• The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</li><li>• Students may have some choice in how they complete tasks and may serve as resources for one another.</li></ul>

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<b><i>Critical Attributes</i></b>	<ul style="list-style-type: none"><li>• Few students are intellectually engaged in the lesson.</li><li>• Learning tasks require only recall or have a single correct response or method.</li><li>• The materials used ask students to perform only rote tasks.</li><li>• Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</li><li>• Instructional materials used are unsuitable to the lesson and/or students.</li><li>• The lesson drags or is rushed.</li></ul>	<ul style="list-style-type: none"><li>• Some students are intellectually engaged in the lesson.</li><li>• Learning tasks are a mix of those requiring thinking and recall.</li><li>• Students are, in large part, passively engaged with the content, learning primarily facts or procedures.</li><li>• Students have no choice in how they complete tasks.</li><li>• The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</li><li>• The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking.</li><li>• The pacing of the lesson is uneven- suitable in parts, but rushed or dragging in others.</li></ul>	<ul style="list-style-type: none"><li>• Most students are intellectually engaged in the lesson.</li><li>• Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</li><li>• Students have some choice in how they complete learning tasks.</li><li>• There is a mix of different types of groupings, suitable to the lesson objectives.</li><li>• Materials and resources support the learning goals and require intellectual engagement, as appropriate.</li><li>• The pacing of the lesson provides students the time needed to be intellectually engaged.</li></ul>	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"><li>• Virtually all students are highly engaged in the lesson.</li><li>• Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.</li><li>• Students suggest modifications to the grouping patterns used.</li><li>• Students have extensive choice in how they complete tasks.</li><li>• Students suggest modifications or additions to materials being used.</li><li>• Students have the opportunity for both reflection and closure after the lesson to consolidate their understanding.</li></ul>
<b><i>Possible Examples</i></b>	<ul style="list-style-type: none"><li>• Students are able to fill out the worksheet without fully understanding what it’s asking them to do.</li><li>• The lesson drags or feels rushed.</li><li>• Students complete “busy work” activities.</li></ul>	<ul style="list-style-type: none"><li>• Students are asked to fill in a worksheet, following an established procedure.</li><li>• There is a recognizable beginning, middle and end to the lesson.</li><li>• Parts of the lesson have a suitable pace: other parts drag or feel rushed.</li></ul>	<ul style="list-style-type: none"><li>• Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.</li><li>• Students are given a task to do independently, then to discuss with a table group, and then to report out from each table.</li><li>• There is a clear beginning, middle and end to the lesson.</li><li>• The lesson neither rushes or drags.</li></ul>	<ul style="list-style-type: none"><li>• Students are asked to write an essay “in the spirit of Hemingway.”</li><li>• A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.</li><li>• Students identify or create their own learning materials.</li><li>• Students summarize their learning from the lesson.</li></ul>

<div>3D - Using Assessment in Instruction</div> <div><ul style="list-style-type: none"><li>Assessment Criteria</li><li>Monitoring of Student Learning</li><li>Feedback to Students</li><li>Student Self-Assessment and Monitoring of Progress</li></ul></div>	<p>Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment for learning has always been and will continue to be an important aspect of teaching (it’s important for teachers to know whether students have learned what was intended), assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their “fingers on the pulse” of a lesson, monitoring student understanding and, where appropriate, offering feedback to students. Of course, a teacher’s monitoring of student learning, though the action may superficially appear to be the same as that of monitoring student behavior, has a fundamentally different purpose in each case. When teachers are monitoring behavior, they are alert to students who may be passing notes, or bothering their neighbors; when teachers are monitoring student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations. Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, teachers are alert to students’ revealed misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. For the purpose of monitoring, many teachers create questions specifically to determine the extent of student understanding and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance.</p>			
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"><li>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</li><li>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</li></ul>	<ul style="list-style-type: none"><li>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</li><li>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</li><li>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</li></ul>	<ul style="list-style-type: none"><li><b>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</b></li><li><b>Students appear to be aware of the assessment criteria; some of them engage in self-assessment</b></li><li><b>Questions, prompts, assessments are used to diagnose evidence of learning.</b></li></ul>	<ul style="list-style-type: none"><li>Assessment is fully integrated into instruction through extensive use of formative assessment.</li><li>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria</li><li>Students self-assess and monitor their progress.</li><li>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</li><li>Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</li></ul>



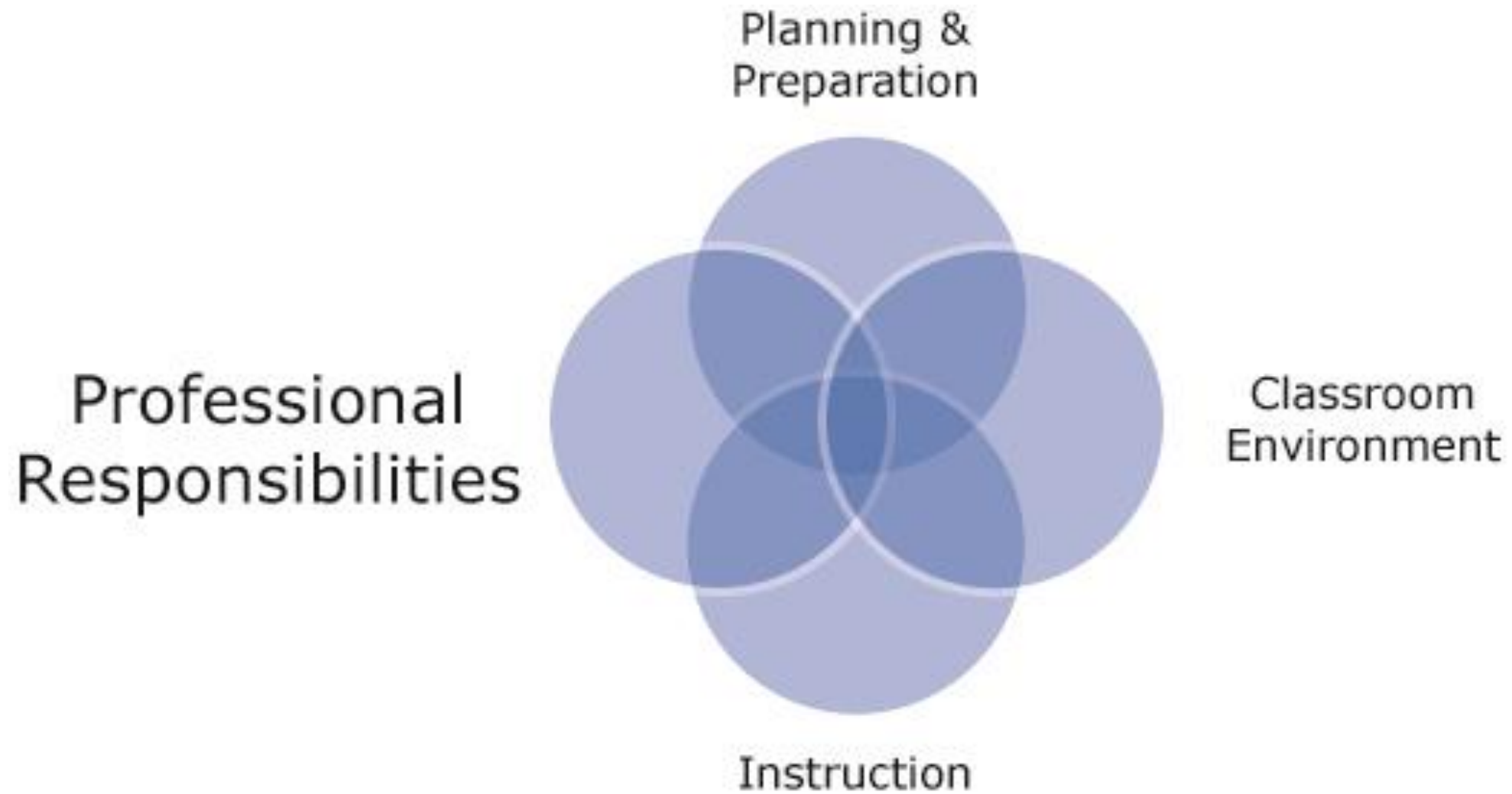
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<b><i>Critical Attributes</i></b>	<ul style="list-style-type: none"><li>• The teacher gives no indication of what high-quality work looks like.</li><li>• The teacher makes no effort to determine whether students understand the lesson.</li><li>• Feedback is only global.</li><li>• The teacher does not ask students to evaluate their own classmates work.</li></ul>	<ul style="list-style-type: none"><li>• There is little evidence that the students understand how their work will be evaluated.</li><li>• Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</li><li>• Teacher requests global indications of student understanding.</li><li>• Feedback to students is not uniformly specific and not oriented towards future improvement of the work.</li><li>• The teacher makes only minor attempts to engage students in self-assessment or peer assessment.</li></ul>	<ul style="list-style-type: none"><li>• Students indicate that they clearly understand the characteristics of high-quality work.</li><li>• The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.</li><li>• Feedback includes specific and timely guidance, at least for groups of students.</li><li>• The teacher attempts to engage students in self-assessment or peer assessment.</li></ul>	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"><li>• There is evidence that students have helped establish the evaluation criteria.</li><li>• Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly “taking the pulse” of the class.</li><li>• Teacher makes frequent use of strategies to elicit information about individual student understanding.</li><li>• Feedback to students is specific and timely, and is provided from many sources including other students.</li><li>• Students monitor their own understanding, either on their own initiative or as a result of tasks set by their teacher.</li></ul>
<b><i>Possible Examples</i></b>	<ul style="list-style-type: none"><li>• A student asks: “How is this assignment going to be graded?”</li><li>• A student asks, “Does this quiz count towards my grade?”</li><li>• The teacher forges ahead with a presentation without checking for understanding.</li><li>• The teacher says: “Good job, everyone.”</li></ul>	<ul style="list-style-type: none"><li>• Teacher asks: “Does anyone have a question?”</li><li>• When a student completes a problem on the board, the teacher corrects the student’s work without explaining why.</li><li>• The teacher, after receiving a correct response from one student, continues without ascertaining whether all students understand the concept.</li></ul>	<ul style="list-style-type: none"><li>• The teacher circulates during small group or independent work, offering suggestions to groups of students.</li><li>• The teacher uses a specifically formulated question to elicit evidence of student understanding.</li><li>• The teacher asks student to look over their papers to correct their errors</li></ul>	<ul style="list-style-type: none"><li>• The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them.</li><li>• While students are working, the teacher circulates, providing substantive feedback to individual students.</li><li>• The teacher uses exit tickets to elicit evidence of individual student understanding.</li><li>• Students offer feedback to their classmates on their work.</li><li>• Students evaluate a piece of their writing rubric and confer with the teacher about how it could be improved.</li></ul>

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<p><b>3E - Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>Lesson Adjustment</li> <li>Response to Students</li> <li>Persistence</li> </ul>	<p>“Flexibility and responsiveness” refers to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and readiness for different possible scenarios. But even the most-skilled and best-prepared teachers will on occasion find that either a lesson is not going as they would like or that a teachable moment has presented itself. They are ready to respond to such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage each student in learning, even when confronted with initial setbacks.</p>			
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	<ul style="list-style-type: none"> <li>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</li> <li>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</li> <li>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</b></li> <li><b>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</li> <li>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</li> </ul>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>Teacher ignores indications of student boredom or lack of understanding.</li> <li>Teacher brushes aside student questions</li> <li>Teacher makes no attempt to incorporate student interests into the lesson.</li> <li>The teacher conveys to students that when they have difficulty learning it is their fault.</li> <li>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher’s efforts to modify the lesson are only partially successful.</li> <li>Teacher makes perfunctory attempts to incorporate student questions and interests in the lesson.</li> <li>The teacher conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them.</li> <li>In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies to do so.</li> </ul>	<ul style="list-style-type: none"> <li>When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</li> <li>Teacher incorporates students’ interests and questions into the heart of the lesson.</li> <li>The teacher conveys to students that he has other approaches to try when the students experience difficulty.</li> <li>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</li> </ul>	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> <li>The teacher’s adjustments to the lesson are designed to assist individual students.</li> <li>The teacher seizes on a teachable moment to enhance a lesson.</li> <li>The teacher conveys to students that she won’t consider a lesson “finished” until every student understands and that she has a broad range of approaches to use.</li> <li>In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.</li> </ul>

<b>Possible Examples</b>	<ul style="list-style-type: none"><li>• The teacher says, “We don’t have time for that today.”</li><li>• The teacher makes no attempt to adjust the lesson when students appear confused.</li><li>• The teacher says, “If you’d just pay attention, you could understand this.”</li></ul>	<ul style="list-style-type: none"><li>• The teacher says, “I’ll try to think of another way to come at this and get back to you.”</li><li>• The teacher says, “I realize not everyone understands this, but we can’t spend any more time on it.”</li><li>• The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson.</li></ul>	<ul style="list-style-type: none"><li>• The teacher says, “That’s an interesting idea; let’s see how it fits.”</li><li>• The teacher illustrates a principle of good writing to a student using his interest in basketball as context.</li><li>• The teacher says, “Let’s try this way and then uses another approach.”</li></ul>	<ul style="list-style-type: none"><li>• The teacher stops midstream in a lesson, and says, “This activity doesn’t seem to be working! Here’s another way I’d like you to try it.”</li><li>• The teacher incorporates the school’s upcoming championship game into an explanation of averages.</li><li>• The teacher says, “If we have to come back to this tomorrow, we will; it’s really important that you understand it.”</li></ul>
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## Domain 4: Professional Responsibilities

<b>4A - Reflecting on Teaching</b> <ul style="list-style-type: none"> <li>Accuracy</li> <li>Use in Future Teaching</li> </ul>	Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event – an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity, and ability to use what has been learned in future teaching is a learned skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.			
	<b><i>Ineffective</i></b> <ul style="list-style-type: none"> <li>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson</li> <li>Teacher has no suggestions for how a lesson could be improved.</li> </ul>	<b><i>Developing</i></b> <ul style="list-style-type: none"> <li>Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met.</li> <li>Teacher makes general suggestions about how a lesson could be improved.</li> </ul>	<b><i>Accomplished</i></b> <ul style="list-style-type: none"> <li><b>Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</b></li> <li><b>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</b></li> </ul>	<b><i>Exemplary</i></b> <ul style="list-style-type: none"> <li>Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</li> <li>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</li> </ul>
<b><i>Critical Attributes</i></b>	<ul style="list-style-type: none"> <li>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</li> <li>The teacher makes no suggestions for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has a general sense of whether or not instructional practices were effective.</li> <li>The teacher offers general modifications for future instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher accurately assesses the effectiveness of instructional activities used.</li> <li>The teacher identifies specific ways in which a lesson might be improved.</li> </ul>	In addition to the characteristics of “accomplished”: <ul style="list-style-type: none"> <li>Teacher’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness.</li> <li>Teacher’s suggestions for improvement draw on an extensive repertoire.</li> </ul>
<b><i>Possible Examples</i></b>	<ul style="list-style-type: none"> <li>Despite evidence to the contrary, the teacher says, “My students did great on that lesson!”</li> <li>The teacher says, “That was awful; I wish I knew what to do!”</li> </ul>	<ul style="list-style-type: none"> <li>At the end of the lesson the teacher says, “I guess that went okay.”</li> <li>The teacher says, “I guess I’ll try X next time.”</li> </ul>	<ul style="list-style-type: none"> <li>The teacher says, “I wasn’t pleased with the level of engagement of the students.”</li> <li>The teacher’s journal indicates several possible lesson improvements.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher says, “I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed.”</li> <li>In conversation with colleagues, the teacher considers different group strategies for improving a lesson.</li> </ul>

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<p><b>4B - Maintaining Accurate Records</b></p> <ul style="list-style-type: none"> <li>• Student Completion of Assignments</li> <li>• Student Progress in Learning</li> <li>• Non-Instructional Records</li> </ul>	<p>An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. This record keeping includes student completion of assignments, student progress in learning, and records of non-instructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically with the use of spreadsheets and databases that allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.</p>			
	<p style="text-align: center;"><b><i>Ineffective</i></b></p> <ul style="list-style-type: none"> <li>• Teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</li> <li>• Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion.</li> </ul>	<p style="text-align: center;"><b><i>Developing</i></b></p> <ul style="list-style-type: none"> <li>• Teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</li> <li>• Teacher’s records for non-instructional activities are adequate but require frequent monitoring to avoid errors.</li> </ul>	<p style="text-align: center;"><b><i>Accomplished</i></b></p> <ul style="list-style-type: none"> <li>• <b>Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</b></li> </ul>	<p style="text-align: center;"><b><i>Exemplary</i></b></p> <ul style="list-style-type: none"> <li>• Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</li> <li>• Students contribute information and participate in maintaining the records.</li> </ul>
<p><b><i>Critical Attributes</i></b></p>	<ul style="list-style-type: none"> <li>• There is no system for either instructional or non-instructional records.</li> <li>• The record-keeping systems are in disarray so as to provide incorrect or confusing information.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to gain access to the information.</li> <li>• The teacher’s process for tracking student progress is cumbersome to use.</li> <li>• The teacher has a process for tracking, but not all non-instructional information, and it may contain some errors.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher’s process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</li> <li>• The teacher has an efficient and effective process for recording student attainment of learning goals; student able to see how they’re progressing.</li> <li>• The teacher’s process for recording non-instructional information is both efficient and effective.</li> </ul>	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> <li>• Students contribute to and maintain records indicating completed and overdue work assignments.</li> <li>• Students both contribute and maintain data files indicating their own progress in learning.</li> <li>• Students contribute to maintaining non-instructional records for the class.</li> </ul>
<p><b><i>Possible Examples</i></b></p>	<ul style="list-style-type: none"> <li>• A student says, “I’m sure I turned in that assignment, but the teacher lost it!”</li> <li>• The teacher says, “I misplaced the writing samples for my class, but it doesn’t matter—I know what the students would have scored.”</li> <li>• On the morning of the field trip, the teacher discovers that five students have never turned in their permission slips.</li> </ul>	<ul style="list-style-type: none"> <li>• A student says, “I wasn’t in school today, and my teacher’s website is out of date, so I don’t know what the assignments are.”</li> <li>• The teacher says, “I’ve got all these notes about how kids are doing; I should put them into the system, but I don’t have time.”</li> <li>• On the morning of the field trip, the teacher frantically searches all the drawers in the desk for permission slips and finds them just before the bell rings.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher creates a link on the class website that students can access to check on any missing assignment.</li> <li>• The teacher’s grade book records student progress toward learning goals.</li> <li>• The teacher creates a spreadsheet for tracking which students have paid for their school pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• A student from each team maintains the database of current and missing assignments for the team.</li> <li>• When asked about their progress in class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals.</li> <li>• When they bring in their permission slips for a field trip, students add their own information to the database.</li> </ul>

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<b>4C - Communicating with Families</b> <ul style="list-style-type: none"> <li>Information About the Instructional Program</li> <li>Information About Individual Students</li> <li>Engagement of Families in the Instructional Program</li> </ul>	Although the ability of families to participate in their child’s learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child’s progress. Teachers establish relationships with families by communicating to them about both the instructional program and about individual students, and they invite families to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level when young children are just beginning school. However, the importance of regular communication with families of adolescence cannot be overstated. A teacher’s effort to communicate with families conveys an essential caring on the part on the part of the teacher, a quality valued by families of students of all ages.			
	<b>Ineffective</b> <ul style="list-style-type: none"> <li>Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate.</li> <li>Teacher makes no attempt to engage families in the instructional program.</li> </ul>	<b>Developing</b> <ul style="list-style-type: none"> <li>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.</li> </ul>	<b>Accomplished</b> <ul style="list-style-type: none"> <li><b>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</b></li> <li><b>Teacher makes some attempts to engage families in the instructional program.</b></li> <li><b>Information to families is conveyed in a culturally appropriate manner.</b></li> </ul>	<b>Exemplary</b> <ul style="list-style-type: none"> <li>Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</li> <li>Response to family concerns is handled with professional and cultural sensitivity.</li> <li>Teacher’s efforts to engage families in the instructional program are frequent and successful.</li> </ul>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>Little or no information regarding the instructional program is available to parents.</li> <li>Families are unaware of their children’s progress.</li> <li>Family engagement activities are lacking.</li> <li>Communication is culturally inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>School or district-created materials about the instructional program are sent home.</li> <li>Infrequent or incomplete information is sent home by teachers about the instructional program.</li> <li>Teacher maintains school-required grade book but does little else to inform families about student progress.</li> <li>Teacher communications are sometimes inappropriate to families’ cultural norms.</li> </ul>	<ul style="list-style-type: none"> <li>Information about the instructional program is available on a regular basis.</li> <li>The teacher sends information about student progress home on a regular basis.</li> <li>Teacher develops activities designed to successfully engage families in their children’s learning, as appropriate.</li> </ul>	In addition to the characteristics of “accomplished”: <ul style="list-style-type: none"> <li>On a regular basis, students develop materials to inform their families about the instructional program.</li> <li>Students maintain accurate records about their individual learning progress and frequently share this information with families.</li> <li>Students contribute to regular and ongoing projects designed to engage families in the learning process.</li> </ul>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>A parent says, “I’d like to know what my kid is working on at school.”</li> <li>A parent says, “I wish I knew something about my child’s progress before the report card comes out.”</li> <li>A parent says, “I wonder why we never see any school work come home.”</li> </ul>	<ul style="list-style-type: none"> <li>A parent says, “I received the district pamphlet on the reading program, but I wonder how it’s being taught in my child’s class.”</li> <li>A parent says, “I emailed the teacher about my child’s struggles with math, but all I got back was a note saying that he’s doing fine.”</li> <li>Weekly quizzes are sent home for parent/guardian signature.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher sends weekly newsletter home to families, including advance notice about homework assignments, current class activities, community and/or school projects, field trips, etc.</li> <li>The teacher creates a monthly progress report, which is sent home for each student.</li> <li>The teacher sends home a project that asks students to interview a family member about growing up during the 1970s.</li> </ul>	<ul style="list-style-type: none"> <li>Students create materials for back-to-school night that outline the approach for learning science.</li> <li>Student daily reflection log describes learning and goes home each week for a response from a parent or guardian.</li> <li>Students design a project on charting family use of plastics.</li> </ul>

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<p><b>4D - Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li>Relationships with Colleagues</li> <li>Involvement in a Culture of Professional Inquiry</li> <li>Service to the School</li> <li>Participation in School and District Projects</li> </ul>	<p>Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers—organizations whose full potential is realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect and by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers’ duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.</p>			
	<p><b>Ineffective</b></p> <ul style="list-style-type: none"> <li>Teacher’s relationships with colleagues are negative or self-serving.</li> <li>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</li> <li>Teacher avoids becoming involved in school events or school and district projects</li> </ul>	<p><b>Developing</b></p> <ul style="list-style-type: none"> <li>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</li> <li>Teacher becomes involved in the school’s culture of professional inquiry when invited to do so.</li> <li>Teacher participates in school events and school and district projects when specifically asked to do so.</li> </ul>	<p><b>Accomplished</b></p> <ul style="list-style-type: none"> <li><b>Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</b></li> <li><b>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</b></li> </ul>	<p><b>Exemplary</b></p> <ul style="list-style-type: none"> <li>Teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</li> <li>Teacher takes a leadership role in promoting a culture of professional inquiry.</li> <li>Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</li> </ul>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>The teacher’s relationship with colleagues is characterized by negativity or combativeness.</li> <li>The teacher purposefully avoids contributing to activities promoting professional inquiry.</li> <li>The teacher avoids involvement in school activities and school, district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has pleasant relationships with colleagues.</li> <li>When invited, the teacher participates in activities related to professional inquiry.</li> <li>When asked, the teacher participates in school activities, as well as school, district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has supportive and collaborative relationships with colleagues.</li> <li>The teacher regularly participates in activities related to professional inquiry.</li> <li>The teacher frequently volunteers to participate in school activities, as well as school, district and community projects.</li> </ul>	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> <li>The teacher takes a leadership role in promoting activities related to professional inquiry.</li> <li>The teacher regularly contributes to and oversees events that positively impact school life.</li> <li>The teacher regularly contributes to and serves as head of significant school, district and community projects.</li> </ul>



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<b>Possible Examples</b>	<ul style="list-style-type: none"><li>• The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, it will make him look good.</li><li>• The teacher does not attend PLC meetings.</li><li>• The teacher does not attend any school function after the dismissal bell.</li><li>• The teacher says, "I work from 8:30-3:30 and not a minute more. I won't serve on any district committee unless they get a substitute to cover my class".</li></ul>	<ul style="list-style-type: none"><li>• The teacher is polite but never shares any instructional materials with his grade partners.</li><li>• The teacher attends PLC meetings only when reminded by her supervisor.</li><li>• The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."</li><li>• The teacher contributes to the district literacy committee only when requested to do so by the principal.</li></ul>	<ul style="list-style-type: none"><li>• The principal remarks that the teacher's students have been noticeably successful since her team has been focused on instructional strategies during their team meetings.</li><li>• The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues.</li><li>• The basketball coach is usually willing to chaperone the 9<sup>th</sup> grade dance because she knows all of her players will be there.</li><li>• The teacher enthusiastically represents the school during the district social studies review and brings her substantial knowledge of U.S. history to the course-writing team.</li></ul>	<ul style="list-style-type: none"><li>• The teacher leads the "mentor" group, devoted to supporting teachers during their first years in the profession.</li><li>• The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.</li><li>• The teacher leads the school's annual "Olympics" day, which involves all students and faculty in athletic events.</li><li>• The teacher leads the school district's wellness committee, which involves health-care and nutrition specialists from the community.</li></ul>
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<b>4E - Growing and Developing Professionally</b> <ul style="list-style-type: none"> <li>Enhancement of Content Knowledge and Pedagogical Skill</li> <li>Receptivity to Feedback from Colleagues</li> <li>Service to the Profession</li> </ul>	<p>As in other professions, the complexity of teaching requires continued growth and development in order to remain current. Conscientiousness about continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities such as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.</p>			
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	<ul style="list-style-type: none"> <li>Teacher engages in no professional development activities to enhance knowledge or skill.</li> <li>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</li> <li>Teacher makes no effort to share knowledge with others or to assume professional responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher participates in professional activities to a limited extent when they are convenient.</li> <li>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</li> <li>Teacher finds limited ways to contribute to the profession.</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</b></li> <li><b>Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.</b></li> <li><b>Teacher participates actively in assisting other educators.</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</li> <li>Teacher seeks out feedback on teaching from both supervisors and colleagues.</li> <li>Teacher initiates important activities to contribute to the profession.</li> </ul>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>The teacher is not involved in any activity that might enhance knowledge or skill.</li> <li>The teacher purposefully resists discussing performance with supervisors or colleagues.</li> <li>The teacher ignores invitations to join professional organizations or attend conferences.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher participates in professional activities when they are required or when provided by the school district.</li> <li>The teacher reluctantly accepts feedback from supervisors and colleagues.</li> <li>The teacher contributes in a limited fashion to educational professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher seeks regular opportunities for continued professional development.</li> <li>The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback.</li> <li>The teacher actively participates in professional organizations designed to contribute to the profession.</li> </ul>	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> <li>The teacher seeks regular opportunities for continued professional development, including initiating action research.</li> <li>The teacher actively seeks feedback from supervisors and colleagues.</li> <li>The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</li> </ul>

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<b>Possible Examples</b>	<ul style="list-style-type: none"><li>• The teacher never takes continuing education courses, even though the credits would increase his salary.</li><li>• The teacher endures the principal’s annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will simply discard the feedback form.</li><li>• Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members’ time.</li></ul>	<ul style="list-style-type: none"><li>• The teacher politely attends district workshops and professional development days but doesn’t make much use of the materials received.</li><li>• The teacher listens to his principal’s feedback after a lesson but isn’t sure that the recommendations really apply to his situation.</li><li>• The teacher joins the local chapter of the American Library Association because she feels she might benefit from the free book—but otherwise doesn’t feel it worth much of her time.</li></ul>	<ul style="list-style-type: none"><li>• The teacher eagerly attends the school district optional summer workshops, finding them to be a wealth of instructional strategies he can use during the school year.</li><li>• The teacher enjoys her principal’s weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.</li><li>• The teacher joins a science education partnership and finds that it provides him access to resources that truly benefit his students’ conceptual understanding.</li></ul>	<ul style="list-style-type: none"><li>• The teacher’s principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.</li><li>• The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.</li><li>• The teacher founds a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.</li></ul>
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## Domain 4: Professional Responsibilities

<b>4F - Showing Professionalism</b> <ul style="list-style-type: none"> <li>• Integrity and Ethical Conduct</li> <li>• Service to Students</li> <li>• Advocacy</li> <li>• Decision Making</li> <li>• Compliance with School and District Regulations</li> </ul>	<p>Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this sense of priority might challenge long-held assumptions, past practices, or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is the best interest of students. Such educators display professionalism in a number of ways. For example, they conduct their interactions with colleagues with honesty and integrity. They know their students’ needs and seek out resources in order to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. These dedicated educators also display their professionalism in the ways they approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.</p>			
	<p style="text-align: center;"><b><i>Ineffective</i></b></p> <ul style="list-style-type: none"> <li>• Teacher displays dishonesty in interactions with colleagues, students and the public.</li> <li>• Teacher is not alert to students’ needs and contributes to school practices that result in some students being ill-served by the school.</li> <li>• Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</li> </ul>	<p style="text-align: center;"><b><i>Developing</i></b></p> <ul style="list-style-type: none"> <li>• Teacher is honest in interactions with colleagues, students and the public.</li> <li>• Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students being ill-served by the school.</li> <li>• Teacher’s decisions and recommendations are based on limited but genuinely professional considerations.</li> <li>• Teacher complies minimally with school and district regulations, doing just enough to get by</li> </ul>	<p style="text-align: center;"><b><i>Accomplished</i></b></p> <ul style="list-style-type: none"> <li>• <b>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public.</b></li> <li>• <b>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</b></li> <li>• <b>Teacher maintains an open mind in team or departmental decision-making.</b></li> <li>• <b>Teacher complies fully with school and district regulation.</b></li> </ul>	<p style="text-align: center;"><b><i>Exemplary</i></b></p> <ul style="list-style-type: none"> <li>• Teacher takes a leadership role with colleagues and can be counted on to hold the highest standards of honesty, integrity and confidentiality.</li> <li>• Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitude or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</li> <li>• Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.</li> <li>• Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</li> </ul>

#### Domain 4: Professional Responsibilities

<p><b><i>Critical Attributes</i></b></p>	<ul style="list-style-type: none"> <li>Teacher is dishonest.</li> <li>Teacher does not notice the needs of students.</li> <li>The teacher engages in practices that are self-serving.</li> <li>The teacher willfully rejects school district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is honest.</li> <li>Teacher notices the needs of students but is inconsistent in addressing them.</li> <li>Teacher does not notice that some school practices result in poor conditions for students.</li> <li>Teacher makes decisions professionally but on a limited basis.</li> <li>Teacher complies with school district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is honest and known for having high standards of integrity.</li> <li>Teacher actively addresses student needs.</li> <li>Teacher actively works to provide opportunities for student success.</li> <li>Teacher willingly participates in team and departmental decision-making.</li> <li>Teacher complies completely with school district regulations.</li> </ul>	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> <li>Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</li> <li>Teacher is highly proactive in serving students.</li> <li>Teacher makes a concerted effort to ensure that opportunities are available for all students to be successful.</li> <li>Teacher makes a leadership role in team and departmental decision-making.</li> <li>Teacher takes a leadership role regarding school district regulations.</li> </ul>
<p><b><i>Possible Examples</i></b></p>	<ul style="list-style-type: none"> <li>The teacher makes some errors when marking the last common assessment but doesn’t tell his colleagues.</li> <li>The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mother can’t afford day care.</li> <li>The teacher fails to notice that one of her kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.</li> <li>When one of his colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that he won’t have to share in the coverage responsibilities.</li> <li>The teacher does not file her students’ writing samples in their cum folders; doing so is time consuming, and she wants to leave early for summer break.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher says, “I have always known my grade partner to be truthful. If she called in sick, then I believe her.”</li> <li>The teacher, considering staying late to help some of her students in after-school day care, realizes doing so would conflict with her gym class and decides against staying.</li> <li>The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn’t get a response, he assumes the problem has been taken care of.</li> <li>When her grade partner goes out on maternity leave, the teacher says, “Hello” and “Welcome” to the substitute but does not offer any further assistance.</li> <li>The teacher keeps his district-required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.</li> <li>Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons.</li> <li>The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.</li> <li>The English department chair says, “I appreciate when Jim attends our after-school meetings; he always contributes something meaningful to the discussion.</li> <li>The teacher learns the district’s new online curriculum mapping system and enters all of her courses.</li> </ul>	<ul style="list-style-type: none"> <li>When the new teacher has trouble understanding directions from the principal, she immediately goes to the colleague who she can rely on for expert advice and complete discretion.</li> <li>After the school’s intramural basketball program is discontinued, the teacher finds some former student-athletes to come in and work with his students, who have come to love the after-school sessions.</li> <li>The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students.</li> <li>The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss.</li> <li>When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she can assist her colleagues with its implementation.</li> </ul>

Important Document Crosswalk

Framework for Teaching Component	Kentucky Teacher Standard	Characteristics of Highly Effective Teaching and Learning	Interstate Teacher Assessment and Support Continuum (InTASC)
1A	Standard 1 Part 1, 1.2,1.3, 1.4, 2.1, 2.2	Section 5 Characteristic A, 5B, 5D	Standard 4
1B	1.2, 2.2, 3.3, 4.2, 5.4	1C, 4B, 4C	1, 2, 7
1C	1.1, 2.1, 2.3, 2.4, 2.5, 3.3, 4.1, 4.2, 4.5	1D, 2E, 3I	1
1D	4.3, 4.4, 6.1, 6.3, 6.4	1F, 3F, 4D, 4G	
1E	1.3, 2.4, 2.5, 3.3, 4.1, 4.2, 4.5, 5.6,6.1, 6.2	1H, 3A, 3B, 3D, 3E, 4A, 4D, 5C, 5F	1, 4, 7
1F	1.1, 1.5, 2.3, 3.1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 7.1, 7.2, 7.3	2A, 2B, 2C, 2D	6
2A	1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 6.5	1B	3
2B	3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5	1A, 2F	
2C	3.2, 3.4, 3.5, 4.3, 4.4	1E, 1G	
2D	3.4, 3.5	1G	
2E	4.4, 6.2, 6.3, 6.4	1B	
3A	1.1, 1.2, 1.3, 1.4, 1.5,2.5, 3.2, 4.1, 4.3, 4.5	3B, 3I	5
3B	3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 5.6	3C, 3E, 3G	8
3C	1.3, 2.4, 3.2, 3.3, 3.5, 4.1, 5.6	3H, 5E	1, 3, 4, 5, 8
3D	1.3, 2.3, 3.5, 5.2, 5.4, 5.5, 5.6	1D, 1I, 2A, 2B, 2C, 2D, 2I, 2J	6
3E	1.2, 1.3, 1.4, 2.2, 2.4, 2.5, 4.1, 4.2		5
4A	7.1, 7.2, 7.3, 9.4	2A, 2B, 2C	9
4B			
4C	5.5, 8.1, 8.2, 8.3, 8.4	2G	10
4D	10.1		10

Important Document Crosswalk

4E	9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3	4F	9
4F	8.1		9, 10

# TRIGG COUNTY PUBLIC SCHOOLS

## Teacher Self-Reflection and Professional Growth Template

<b>Teacher</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	

### Part A: Initial Reflection – Establishing Priority Growth Needs

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Selecting Instructional Outcomes	I	D	A	E	
1D - Demonstrating Knowledge of Resources	I	D	A	E	
1E - Designing Coherent Instruction	I	D	A	E	
1F - Designing Student Assessment	I	D	A	E	
2A - Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Classroom Procedures	I	D	A	E	
2D - Managing Student Behavior	I	D	A	E	
2E - Organizing Physical Space	I	D	A	E	
3A - Communicating with Students	I	D	A	E	
3B - Using Questioning and Discussion Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Using Assessment in Instruction	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Teaching	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with Families	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F - Demonstrating Professionalism	I	D	A	E	

Domain:	Component: Circle Professional Growth Priority Components						Select a component from those circled for focused professional growth goal development (Part B):			
Planning & Preparation	1A	1B	1C	1D	1E	1F				
The Classroom Environment	2A	2B	2C	2D	2E					
Instruction	3A	3B	3C	3D	3E					
Professional Responsibilities	4A	4B	4C	4D	4E	4F				
Current Level of Performance for Selected Component:							I	D	A	E



## Part B: Connecting Priority Growth Needs to Professional Growth Planning

<b>Professional Growth Goal:</b> <ul style="list-style-type: none"> <li>What do I want to change about my instruction that will effectively impact student learning?</li> <li>What is my personal learning necessary to make that change?</li> <li>What are the measures of success?</li> </ul>	(Please enter your Professional Growth Goal here.)
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Action Plan		
<b>Professional Learning</b> What do I want to change that will effectively impact student learning? What is my personal learning necessary to make that change?		
Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i>		
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		
Strategies/Actions What strategies/actions will I need to do in order to accomplish my goal?	Resources/Support Needed What resources will I need to complete my plan?	Targeted Date of Completion When will I complete each identified strategy/action?

Teacher Signature:	Date:
Administrator Signature:	Date:

### Part C: On-going Reflection – Progress Toward Professional Growth Goal

Date:	Status of Professional Growth Goal:	Revisions/Modifications:

### Part D: Summative Reflection- Level of Attainment for Professional Growth Goal

Teacher Comments (Optional)	Administrator (check one): <input type="checkbox"/> Reviewed <input type="checkbox"/> Achieved <small>If the Professional Growth Plan is not achieved, please indicate what needs to be addressed in the future</small>

<b>Next Steps:</b>

Teacher Signature:	Date:
Administrator Signature:	Date:

# Trigg County Public Schools

## Teacher Pre-Observation Document

<b>Teacher</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

### Preconference (Planning Conference)

Questions for Discussion:	Notes:
What is your identified student learning target(s)?	
To which part of your curriculum does this lesson relate?	
How does this learning fit in the sequence of learning for this class?	
Briefly describe the students in this class, including those with special needs.	
How will you engage the students in the 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 materials that the students will be using.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning target(s)?	
Is there anything that you would like me to specifically observe during the lesson?	

Teacher's Signature

Evaluator's Signature

Date

Date

# Trigg County Public Schools

## Teacher Post Observation Document (Mini and Full)

<b>Teacher</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	
<b>Evaluator</b>	
<b>Date of Conference</b>	

**Optional: The following guiding questions may be used to reflect on the lesson that was observed**

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

<b>Domain 1 Planning and Preparation</b>	<b>Comments/Ratings:</b>

**Evaluator's Formative Observation Rating:**

<b>Domain 2: The Classroom Environment</b>	<b>Rating:</b>					<b>Domain 3: Instruction</b>	<b>Rating:</b>				
A: Creating an Environment of Respect and Rapport	I	D	A	E	NA	A: Communicating with Students	I	D	A	E	NA
B: Establishing a Culture for Learning	I	D	A	E	NA	B: Using Questioning and Discussion Techniques	I	D	A	E	NA
C: Managing Classroom Procedures	I	D	A	E	NA	C: Engaging Students in Learning	I	D	A	E	NA
D: Managing Student Behavior	I	D	A	E	NA	D: Using Assessment in Instruction	I	D	A	E	NA
E: Organizing Physical Space	I	D	A	E	NA	E: Demonstrating Flexibility	I	D	A	E	NA

<b>Domain 4 Professional Responsibilities</b>	<b>Comments/Ratings:</b>

\_\_\_\_\_  
Teacher's Signature\*

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\*Denotes sharing of results, not necessarily agreement with the formative rating

**Trigg County Schools**  
**Summative Data Collection Summary**  
**Certified Teachers**

*This summarizes all the evaluation data including formative data, products, and performances, professional development activities, conferences and other documentation.*

Evaluated \_\_\_\_\_ Content Area/Grade \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Classroom Observation Information and/or Informal Observations

Primary Mini: \_\_\_\_\_ Primary Mini: \_\_\_\_\_

Primary Full: \_\_\_\_\_

**STANDARDS/PERFORMANCE CRITERIA**

Ineffective (I)	Developing (D)	Accomplished (A)	Exemplary (E)
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**Domain 1: Planning and Preparation (I) \_\_\_\_ (D) \_\_\_\_ (A) \_\_\_\_ (E) \_\_\_\_**

1A-Demonstrating Knowledge of Content and Pedagogy

1B-Demonstrating Knowledge of Students

1C- Selecting Instructional Outcomes

1D- Demonstrating Knowledge of Resources

1E- Designing Coherent Instruction

1F- Designing Student Assessment

Supporting Evidence:

**Domain 2: Classroom Environment (I) \_\_\_\_ (D) \_\_\_\_ (A) \_\_\_\_ (E) \_\_\_\_**

2A- Creating an Environment of Respect and Rapport

2B- Establishing a Culture of Learning

2C- Managing Classroom Procedures

2D- Managing Student Behavior

2E- Organizing Physical Space

Supporting Evidence:

Domain 3: Instruction (I) ____ (D) ____ (A) ____ (E) ____	
3A-Communicating with Students	
3B-Using Questioning and Discussion Techniques	
3C-Engaging Students in Learning	
3D-Using Assessment in Instruction	
3E-Demonstrating Flexibility and Responsiveness	
Supporting Evidence:	



Domain 4: Professional Responsibilities (I) ____ (D) ____ (A) ____ (E) ____	
4A-Reflecting on Teaching	
4B-Maintaining Accurate Records	
4C-Communicating With Families	
4D-Participating in a Professional Community	
4E-Growing and Developing Professionally	
4F-Demonstrating Professionalism	
Supporting Evidence:	

OVERALL RATING of PROFESSIONAL PRACTICE	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
Overall Performance Category	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
<p align="center"><b>Professional Growth Plan</b></p> <p align="center">Indicate the type of Professional Growth Plan the teacher will have the following evaluation.</p>				
<b>Professional Growth Plan and Length of Next Evaluation Cycle</b>				
<i>Length of Evaluation Cycle/ Professional Growth Plan</i>		<i>Description of Professional growth Plan</i>		
	Non-Tenured Teacher	One-year evaluation cycle and professional growth plan		
	Three-year Cycle/Self-Directed Growth Plan	Goals set by educator with evaluator input; plan activities are teacher directed and implemented with colleagues; formative review annually.		
	One-Year Cycle/Directed Growth Plan	Goal determined by evaluator; goals focus on low performance or outcomes; plan activities designed by evaluator with educator input; formative review at mid-point of year; summative at the end of the plan.		
	Up to 12-Month Improvement Plan	Goal determined by evaluator; focus on low performance area(s); summative at the end of plan.		

Teacher's Comments:

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Evaluator's Comments:

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Teacher:

\_\_\_\_\_ Agree with this summative evaluation  
 \_\_\_\_\_ Disagree with this summative evaluation

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

Evaluator:

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

With Specialist Frameworks for Other Professionals  
School Counselors/ Social Workers

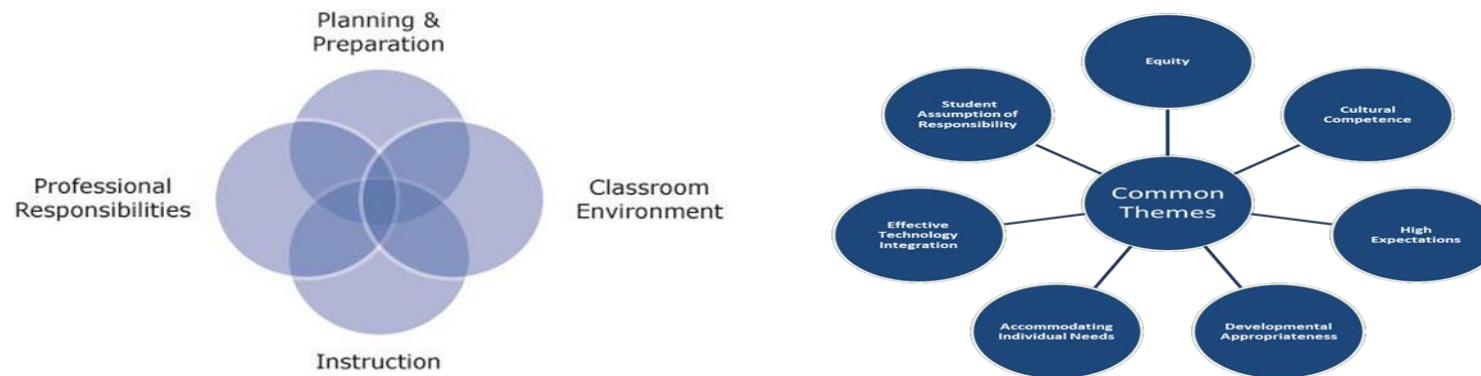
*Charlotte Danielson*

*(Adapted for Kentucky Department of  
Education)*

Including crosswalk documents connecting  
to national professional organizations for  
each category of Other Professionals.

**June 2015**

# FRAMEWORK FOR TEACHING DOMAINS & COMMON THEMES:



## INTRODUCTION:

The *Framework for Teaching* organizes the multiple measures that comprise Kentucky's Professional Growth and Effectiveness System (PGES). This framework is designed to support student achievement and professional best-practice through the domains of Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities. The *Framework* also includes many themes that run throughout the document. These themes include ideas such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. The Kentucky Teaching Standards, Kentucky Department of Education's Characteristics of Highly Effecting Teaching and Learning, along with research from many of the top educator appraisal specialists and researchers are the foundation for this system. The *Framework for Teaching* provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Teacher performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to know that the expected performance level is “Accomplished” which is bolded in the framework, but a good rule of thumb is that it is expected for a teacher to “live in Accomplished but occasionally visit Exemplary”. The summative rating will be a holistic representation of performance, combining data from multiple measures across each domain.

## Possible Samples of evidence:

Following the specialists’ framework are samples of roles and responsibilities completed by Other Professionals in districts across Kentucky. Through statewide collaboration with teams of Other Professionals, administrators, and teacher leaders this sample list has been created.

These samples may or may not fit the expectations in every district. With discussion between the Other Professional and the supervisor, these possible Samples of evidence may be observed during a workplace visit or discussed at a pre or post observation conference. The possible Samples of evidence may serve as evidence in the self- reflection and professional growth plan to inform the educators overall Professional Practice rating.

A yearly review of the examples by the OPGES steering committee will be conducted. To submit possible additions of samples that model best practice of accomplished or exemplary indicators, [click here](#).

**Kentucky Framework for Teaching and Other Professionals Framework Crosswalk:**

Teacher Domains	Teacher Components	Other Professional Domains	<u>Instructional Specialists</u> Components
Planning and Preparation	<ul style="list-style-type: none"><li>• Knowledge of content and pedagogy</li><li>• Demonstrating knowledge of students</li><li>• Setting instructional outcomes</li><li>• Demonstrating knowledge of resources</li><li>• Designing coherent instruction</li><li>• Designing student assessments</li></ul>	Planning and Preparation	<ul style="list-style-type: none"><li>• Demonstrating knowledge of current trends in specialty area and professional development</li><li>• Demonstrating knowledge of the school’s program and levels of teacher skill in delivering that program</li><li>• Establishing goals for the instructional support program appropriate to the setting and the teachers served</li><li>• Demonstrating knowledge of resources both within and beyond the school and district</li><li>• Planning the instructional program integrated with the overall school program</li><li>• Developing a plan to evaluate the instructional support program</li></ul>
Classroom Environment	<ul style="list-style-type: none"><li>• Creating an environment of respect and rapport</li><li>• Establishing a culture of learning</li><li>• Managing classroom procedures</li><li>• Managing student behavior</li><li>• Organizing physical space</li></ul>	Environment	<ul style="list-style-type: none"><li>• Creating an environment of trust and respect</li><li>• Establishing a culture for ongoing instructional improvement</li><li>• Establishing clear procedures for teachers to gain access to the instructional support</li><li>• Establishing and maintaining norms of behavior for professional interactions</li><li>• Organizing physical space for workshops or training</li></ul>
Instruction	<ul style="list-style-type: none"><li>• Communicating with students</li><li>• Questioning and discussion techniques</li></ul>	Delivery of Service	<ul style="list-style-type: none"><li>• Collaborating with teachers in the design of instructional units and lessons</li></ul>

	<ul style="list-style-type: none"> <li>Engaging students in learning</li> <li>Using Assessment in instruction</li> <li>Demonstrating Flexibility and Responsiveness</li> </ul>		<ul style="list-style-type: none"> <li>Engaging teachers in learning new instructional skills</li> <li>Sharing expertise with staff</li> <li>Locating resources for teachers to support instructional improvement</li> <li>Demonstrating flexibility and responsiveness</li> </ul>
Professional Responsibilities	<ul style="list-style-type: none"> <li>Reflecting on teaching</li> <li>Maintaining accurate records</li> <li>Communicating with families</li> <li>Participating in a professional community</li> <li>Growing and developing professionally</li> <li>Showing professionalism</li> </ul>	Professional Responsibilities	<ul style="list-style-type: none"> <li>Reflecting on practice</li> <li>Preparing and submitting budgets and reports</li> <li>Coordinating work with other instructional specialists</li> <li>Participating in a professional community</li> <li>Engaging in professional development</li> <li>Showing professionalism including integrity and confidentiality</li> </ul>

Teacher Domains	Teacher Components	Other Professional Domains	<u>Therapeutic Specialists</u> Components
Planning and Preparation	<ul style="list-style-type: none"> <li><b>Knowledge of content and pedagogy</b></li> <li><b>Demonstrating knowledge of students</b></li> <li><b>Setting instructional outcomes</b></li> <li><b>Demonstrating knowledge of resources</b></li> <li><b>Designing coherent instruction</b></li> <li><b>Designing student assessments</b></li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license</li> <li>Establishing goals for the therapy program appropriate to the setting and the students served</li> <li>Demonstrating knowledge of District state and federal regulations and guidelines</li> <li>Demonstrating knowledge of resources both within and beyond the school and district</li> <li><i>Planning the therapy program integrated with the regular school program to meet the needs of individual students</i></li> <li>Developing a plan to evaluate the therapy program</li> </ul>

Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• Establishing rapport with students</li> <li>• Organizing time effectively</li> <li>• Establishing and maintaining clear procedures for referrals</li> <li>• Establishing standards of conduct in the treatment center</li> <li>• Organizing physical space for testing of students and providing therapy</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using Assessment in instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Responding to referrals and evaluating student needs</li> <li>• Developing and implementing treatment plans to maximize student s success</li> <li>• Communicating with families</li> <li>• Collecting information; writing reports</li> <li>• Demonstrating flexibility and responsiveness</li> </ul>
Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on teaching</li> <li>• Maintaining accurate records</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Growing and developing</li> </ul>	Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on practice</li> <li>• Collaborating with teachers and administrators</li> <li>• Maintaining an effective data management system</li> <li>• Participating in a professional community</li> <li>• Engaging and professional development</li> <li>• Showing professionalism including integrity advocacy and maintaining confidentiality</li> </ul>

Teacher Domains	Teacher Components	Other Professional Domains	<u>School Psychologists</u> Components
Planning and Preparation	<ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>• Demonstrating knowledge and skill in using psychological instruments to evaluate students</li> <li>• Demonstrating knowledge of child and adolescent development and psychopathology</li> <li>• Establishing goals for the psychology program appropriate to the setting and the students served</li> <li>• Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district</li> <li>• Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention</li> <li>• Developing a plan to evaluate the psychology program</li> </ul>
Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• Establishing rapport with students</li> <li>• Establishing a culture for positive mental health throughout the school</li> <li>• Establishing and maintaining clear procedures for referrals</li> <li>• Establishing standards of conduct in the testing center</li> <li>• Organizing physical space for testing the students and storage of materials</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> <li>• Engaging students in learning</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Responding to referrals consulting with teachers and administrators</li> </ul>



	<ul style="list-style-type: none"> <li>• Using Assessment in instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>		<ul style="list-style-type: none"> <li>• Evaluating student needs and compliance with national Association of school psychologists NASP guidelines</li> <li>• Chairing evaluation team</li> <li>• Planning interventions to maximize student’s likelihood of success</li> <li>• Maintaining contact with physicians and community mental health service providers</li> <li>• Demonstrating flexibility and responsiveness</li> </ul>
Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on teaching</li> <li>• Maintaining accurate records</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Growing and developing</li> </ul>	Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on practice</li> <li>• Communicating with families</li> <li>• Maintaining accurate records</li> <li>• Participating in a professional community</li> <li>• Engaging in professional development</li> <li>• Showing professionalism</li> </ul>

Teacher Domains	Teacher Components	Other Professional Domains	<u>School Counselors/Social Workers Components</u>
Planning and Preparation	<ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>• Demonstrating knowledge of counseling theory and techniques</li> <li>• Demonstrating knowledge of child and adolescent development</li> <li>• Establishing goals for the counseling program appropriate to the setting and the students served</li> <li>• Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</li> </ul>

			<ul style="list-style-type: none"> <li>• Plan in the counseling program integrated with the regular school program</li> <li>• Developing a plan to evaluate the counseling program</li> </ul>
Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• creating an environment of respect and rapport</li> <li>• Establishing a culture for productive communication</li> <li>• Managing routines and procedures</li> <li>• Establishing standards of conduct and contributing to the culture for student behavior throughout the school</li> <li>• Organizing physical space</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using Assessment in instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Assessing student needs</li> <li>• Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs</li> <li>• Using counseling techniques in individual and classroom programs</li> <li>• Brokering resources to meet needs</li> <li>• Demonstrating flexibility and responsiveness</li> </ul>
Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on teaching</li> <li>• Maintaining accurate records</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Growing and developing</li> </ul>	Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on practice</li> <li>• Maintaining records and submitting them in a timely fashion</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Engaging in professional development</li> <li>• Showing professionalism</li> </ul>

Teacher Domains	Teacher Components	Other Professional Domains	Library Media Specialists Components	
Planning and Preparation	<ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>• Demonstrating Knowledge of Content Curriculum and Process</li> <li>• Knowledge of curriculum</li> <li>• Knowledge of information, media, and digital literacy</li> <li>• Knowledge of the research process</li> <li>• Demonstrating Knowledge of Students</li> <li>• Knowledge of child and adolescent development</li> <li>• Knowledge of the learning process</li> <li>• Knowledge of students' skills and knowledge and language proficiency</li> <li>• Knowledge of students' interests and cultural heritage</li> <li>• Knowledge of students' special needs</li> <li>• Supporting Instructional Goals</li> <li>• Instructional resources and technology</li> <li>• Instructional services</li> <li>• Demonstrating Knowledge and Use of Resources</li> <li>• Instructional materials and resources</li> <li>• Search strategies</li> <li>• Demonstrating a Knowledge of Literature and Lifelong Learning</li> <li>• Children's and young adult literature</li> <li>• Reading promotion</li> <li>• Collaborating in the Design of Instructional Experiences</li> </ul>	

			<ul style="list-style-type: none"> <li>• Collaborative skills</li> <li>• Instructional materials and resources</li> <li>• Research process</li> <li>• Information, media, digital and technology literacy</li> </ul>	
Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Interpersonal relations</li> <li>• Student interactions</li> <li>• Staff interactions</li> <li>• Establishing a Culture for Learning</li> <li>• Ethos</li> <li>• Expectations for learning</li> <li>• Managing Library Procedures</li> <li>• Circulation procedures</li> <li>• Scheduling procedures</li> <li>• Managing student behavior</li> <li>• Expectations</li> <li>• Monitoring of student behavior</li> <li>• Response to misbehavior</li> <li>• Organizing physical space</li> <li>• Safety</li> <li>• Traffic flow</li> <li>• Self-directed use</li> <li>• Consideration of functions</li> <li>• Flexibility</li> </ul>	
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using Assessment in instruction</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Communicating Clearly and Accurately</li> <li>• Directions and procedures</li> <li>• Use of different methods</li> </ul>	

	<ul style="list-style-type: none"><li>• Demonstrating Flexibility and Responsiveness</li></ul>		<ul style="list-style-type: none"><li>• Using Questioning and Research Techniques</li><li>• Quality of questions</li><li>• Research techniques</li><li>• Student inquiry</li><li>• Engaging Students in Learning</li><li>• Instructional materials and resources</li><li>• Expectations for students</li><li>• Assessment in Instruction (whole class, one-on-one and small group)</li><li>• Assessment criteria</li><li>• Monitoring of student learning</li><li>• Quality feedback</li><li>• Student self-assessment and monitoring of progress</li><li>• Demonstrating Flexibility and Responsiveness</li><li>• Teaching strategies</li><li>• Lesson adjustments</li><li>• Response to students</li><li>• Persistence</li></ul>	
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Professional Responsibilities	<ul style="list-style-type: none"><li>• Reflecting on teaching</li><li>• Maintaining accurate records</li><li>• Communicating with families</li><li>• Participating in a professional community</li><li>• Growing and developing</li></ul>	Professional Responsibilities	<ul style="list-style-type: none"><li>• Reflecting on Practice</li><li>• Reflection</li><li>• Vision</li><li>• Change</li><li>• Maintaining Accurate Records</li><li>• Catalog</li><li>• Circulation</li><li>• Statistics</li><li>• Inventory</li><li>• Using Data</li><li>• Communicating with School Staff and Community</li><li>• Information about the library program</li><li>• Advocacy</li><li>• Participating in a Professional Community</li><li>• Service to the School</li><li>• Participation in school and district projects</li><li>• Involvement in a culture of professional inquiry</li><li>• Relationship with colleagues</li><li>• Growing and Developing Professionally</li><li>• Enhancement of professional knowledge</li><li>• Receptivity to feedback from colleagues</li><li>• Service to the profession</li><li>• Collection Development and Maintenance</li><li>• Assessment</li><li>• Selection/ Weeding</li><li>• Managing the Library Budget</li><li>• Data driven decisions</li><li>• Budget development</li><li>• Record keeping</li></ul>
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			<ul style="list-style-type: none"><li>• Managing Personnel</li><li>• Motivating leadership</li><li>• Delegating responsibility</li><li>• Training</li><li>• Supervision</li><li>• Evaluation</li><li>• Professional ethics</li><li>• Library Bill of Rights</li><li>• Copyright law</li><li>• Ethical use of information</li><li>• Intellectual freedom</li><li>• Privacy</li><li>• Confidentiality</li></ul>	
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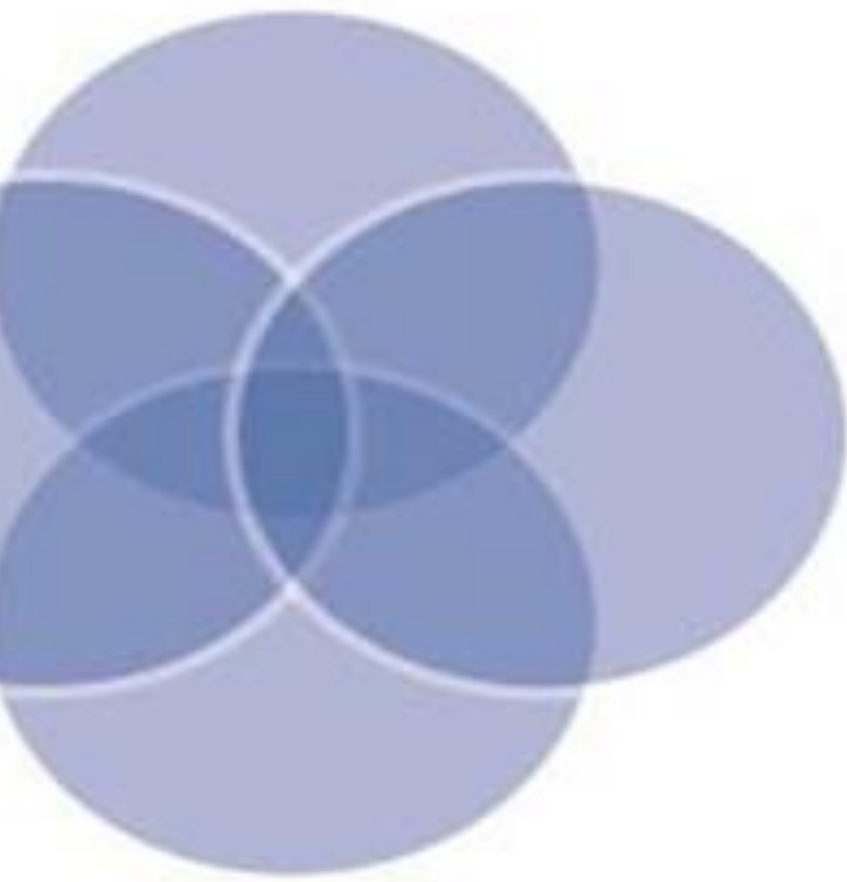
# Common Language

Domain 1: Planning & Preparation				
1A - Knowledge of Content and Pedagogy	Component	Performance Level		
	<p>Learning, accomplished teachers have command of the subject matter they teach. They understand the internal relationships among concepts and skills in the discipline, and how these concepts and skills have evolved into the 21<sup>st</sup> century, incorporating such issues as cultural diversity, as appropriate. Accomplished teachers understand the internal relationships among concepts and skills in the discipline they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.</p>	Domain		
	Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Knowledge of Content and the Structure of the Discipline</li> <li>Knowledge of Prerequisite Relationships</li> <li>Knowledge of Content-Related Pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>In planning and practice, teacher makes content errors or does not correct errors made by students.</li> <li>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</li> <li>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</li> <li>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</li> <li>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</li> <li>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate to one another.</li> <li>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</li> </ul>

**Essential guidance for observers.**



Planning &  
Preparation



Instruction

**Delivery of Service**

Professional  
Responsibilities

Classroom  
Environment

# OPGES frameworks

## Domain 1: Planning & Preparation – School Counselors/ Social Workers

<b>IA -</b> Demonstrating knowledge of counseling theory and techniques				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.

<b>IB -</b> Demonstrating knowledge of child and adolescent development				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.

Domain 1: Planning & Preparation – School Counselors/ Social Workers

<b>IC</b> - Establishing goals for the counseling program appropriate to the setting and the students served				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor’s goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor’s goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor’s goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
<b>ID</b> - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students through the school or district and some familiarity with resources external to the school.	Counselor’s knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
<b>IE</b> - Plan in the counseling program integrated with the regular school program				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor’s plan has guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor’s plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.

<b><i>IF</i></b> - Developing a plan to evaluate the counseling program				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

## Domain 2: The Environment – School Counselors/ Social Workers

<b>2A -</b> creating an environment of respect and rapport				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative: the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.

<b>2B -</b> Establishing a culture for productive communication				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	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.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	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.

<b>2C -</b> Managing routines and procedures				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.

Domain 2: The Environment – School Counselors/ Social Workers

<b>2D</b> - Establishing standards of conduct and contributing to the culture for student behavior throughout the school				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in school.	Counselor’s efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counselling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.

<b>2E</b> - Organizing physical space				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor’s attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

## Domain 3: Delivery of Service – School Counselor/ Social Worker

<b>3A -</b> Assessing student needs				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor’s assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.

<b>3B -</b> Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor’s program is independent of identified student needs.	Counselor’s attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.

<b>3C -</b> Using counseling techniques is individual and classroom programs				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

<b>3D -</b> Brokering resources to meet needs				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor does not make connections with other programs in order to meet student needs.	Counselor’s efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.

<b>3E -</b> Demonstrating flexibility and responsiveness				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor adheres to the plan or in spite of evidence of its inadequacy.	Counselor makes modest changes in counseling program when confronted evidence of the need for change.	Counselor makes revisions in the program when they are needed.	Counselor is continually seeking ways improve the counseling program and changes as needed in response to parent, or teacher input.



## Domain 4: Professional Responsibilities – School Counselors/ Social Workers

<b>4A - Reflecting on practice</b>				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor does not reflect on practice, or the reflections are inaccurate or self- serving.	Counselor’s reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor’s reflection is highly accurate and perceptive, citing specific examples that were fully successful for at least some of the students. Counselor draws on an extensive repertoire to suggest alternative strategies.

<b>4B - Maintaining records and submitting them in a timely fashion</b>				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor’s reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor’s reports, records, and documentation are generally accurate but are occasionally late.	Counselor’s reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor’s approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.

<b>4C - Communicating with families</b>				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor provides no information to families, either about the counseling program as a whole or about the individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.

Domain 4: Professional Responsibilities – School Counselors/ Social Workers

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

Possible samples of evidence

This document contains samples of roles and responsibilities completed by School Counselors and/or Social Workers in Kentucky. Through collaboration with teams of Other Professionals, administrators, and teacher leaders, this sample list has been created. These samples may or may not fit the expectations in a district. With discussion between the Other Professional and the supervisor, these possible Samples of evidence may be observed during a workplace visit or discussed at a pre or post observation conference. These possible Samples of evidence may serve as evidence in the self- reflection, professional growth plan, and to inform the educators overall Professional Practice rating. A yearly review of the examples by the OPGES steering committee will be conducted. To submit possible additions of samples that fit best practice of accomplished or exemplary indicators, [click here](#).

School Counselor framework samples – Possible samples of evidence.

Domain 1: Planning & Preparation – School Counselors/ Social Workers	
Component	Samples of evidences that may be evident during observation visit.
<b>1A - Demonstrating knowledge of counseling theory and techniques</b>  <b>Accomplished:</b> Counselor demonstrates understanding of counseling theory and techniques	<ul style="list-style-type: none"><li>practices social justice/advocacy</li><li>appreciates multiculturalism</li><li>conducts career counseling</li><li>maintains toolbox of theories and counseling techniques</li><li>uses solution focused brief therapy</li><li>conducts role playing</li><li>coordinates group counseling</li></ul> Social workers <ul style="list-style-type: none"><li>use experience and evidence based training of various theories and techniques.</li><li>cites examples from recent work with students</li><li>Attends trainings</li></ul>
<b>1B - Demonstrating knowledge of child and adolescent development</b>  <b>Accomplished:</b> Counselor displays accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns.	<ul style="list-style-type: none"><li>demonstrates the use of effective counseling skills.</li><li>differentiates techniques based on the unique needs of individual students.</li><li>works with students in classrooms, small groups and individually.</li><li>communicates skills for academic success through classroom/group guidance, responsive counseling, individual student planning and school counseling program support activities.</li></ul>

	<p>Social workers</p> <ul style="list-style-type: none"><li>continually draws upon new information from academic journals and professional development to create lessons for individual, small group and whole group activities.</li><li>uses knowledge to guide feedback to parents, teachers, etc. when assessing students’ needs.</li></ul>
<p><b>IC - Establishing goals for the counseling program appropriate to the setting and the students served</b></p> <p><b>Accomplished:</b> Counselor’s goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.</p>	<ul style="list-style-type: none"><li>understands and describes the rationale for a CSCP</li><li>practices the school counseling themes of advocacy, leadership, collaboration to effect a systemic change toward a more positive school culture and climate</li><li>describes, defines and identifies the qualities of an effective school counseling program</li><li>describes the benefits of a comprehensive school counseling program for all stakeholders, including students, parents, teachers, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders</li><li>provides consultation/ communication to staff regarding student needs</li><li>creates goals on growth plans</li><li>plans schedule of yearly events/ activities, adopts as needed based on specific situations &amp; enrich accordingly</li><li>completes an annual agreement</li></ul> <p>Social workers</p> <ul style="list-style-type: none"><li>creates small groups based on need</li><li>uses research based interventions to address needs</li><li>implements other research based programs to address macro level school issues such as truancy</li></ul>
<p><b>ID - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</b></p> <p><b>Accomplished:</b> Counselor displays awareness of governmental regulations and of resources for students through the school or district and some familiarity with resources external to the school.</p>	<ul style="list-style-type: none"><li>practices legal, ethical and professional issues representing the counseling role at all times.</li><li>understands the impact of school, district and state educational policies, procedures and practices supporting and/or impeding student success</li><li>develops the beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level</li><li>communicates regulations regarding truancy works with external resources and agencies</li><li>attends 504 building representative meetings</li><li>works with pre-school and federal guidelines to implement</li><li>involved with local agencies, Compcare/ health/ social workers</li><li>demonstrates FERPA knowledge and share information as appropriate</li><li>keeps confidentiality with staff, students, and parents</li><li>conducts confidentiality training w staff</li><li>demonstrates knowledge of community resources</li></ul>

	<p>Social workers</p> <ul style="list-style-type: none"><li>• provides information to parents and school staff on food, housing, legal assistance, tutoring, etc. as needed.</li><li>• keeps resource list current and accessible to school staff. SSW shows knowledge of appropriate referrals to school related programs as well, noting eligibility requirements</li></ul>
<p><b><i>IE - Plan in the counseling program integrated with the regular school program</i></b></p> <p><b>Accomplished:</b> Counselor has developed a plan that includes the important aspects of counseling in the setting.</p>	<ul style="list-style-type: none"><li>• supports regular school programs</li><li>• Carries out goals of the school</li><li>• supports career/ college ready students</li><li>• provides life goals planning</li><li>• provides classroom guidance, career guidance, small group counseling, ILP's</li><li>• implements bully prevention curriculum to coordinate with safe schools policy</li><li>• develops SMART school counseling program goals the reflect school data.</li><li>• develops a School Data Report Card</li></ul> <p>Social workers</p> <ul style="list-style-type: none"><li>• works collaboratively with school leadership team to assess school's mental health needs.</li><li>• develops a schedule that may include individual, small groups, parent supports to meet the identified needs.</li></ul>
<p><b><i>IF - Developing a plan to evaluate the counseling program</i></b></p> <p><b>Accomplished:</b> 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.</p>	<ul style="list-style-type: none"><li>• establishes and utilizes an accountability system to measure the effective of using the CSCP process, perception, and results data</li><li>• completes results reports</li></ul> <p>Social workers</p> <ul style="list-style-type: none"><li>• reviews attendance data to monitor interventions</li><li>• reviews behavior data (office discipline referrals, etc.) to evaluate progress with specific students</li><li>• consults with teachers and other school staff to gather information on student progress</li></ul>

## Domain 2: The Environment – School Counselors/ Social Workers

Component	Samples of evidences that may be evident during observation visit.
<p><b>2A - creating an environment of respect and rapport</b></p> <p><b>Accomplished:</b> Counselor’s interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.</p>	<ul style="list-style-type: none"> <li>• collaborates with parents and guardians to create learning environments that promote educational equity and success for every student</li> <li>• collaborates with teachers and administrators to create learning environments that promote educational equity and success for every student</li> <li>• collaborates with community leaders to create learning environments that promote educational equity and success for every student</li> </ul>
<p><b>2B - Establishing a culture for productive communication</b></p> <p><b>Accomplished:</b> Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.</p>	<ul style="list-style-type: none"> <li>• serves as a leader in the school and community to promote and support student success</li> <li>• advocates for student success</li> <li>• serves on school leadership team/school improvement team</li> </ul>
<p><b>2C - Managing routines and procedures</b></p> <p><b>Accomplished:</b> Counselor’s routines for the counseling center or classroom work effectively.</p>	<ul style="list-style-type: none"> <li>• serves as a leader in the school and community to promote and support student success</li> <li>• advocates for student success</li> <li>• creates a plan to address the non-counseling skills that are assigned to school counselors</li> <li>• develops community focus groups</li> <li>• develops a calendar (school &amp; counselor)</li> <li>• maintains a schedule for class and office</li> <li>• Provides expectation for guidance class (student created)</li> <li>• creates lesson plans</li> <li>• develops a referral process</li> </ul>
<p><b>2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school</b></p> <p><b>Accomplished:</b> Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.</p>	<ul style="list-style-type: none"> <li>• collaborates with stakeholders to create learning environments that promote educational equity and success for every student</li> <li>• acts as a system change agent to create an environment promoting and supporting student success</li> <li>• models considerate behavior.</li> <li>• develops and post standards of conduct for adults and staff.</li> <li>• creates a system for counselor referrals and appointments</li> </ul>

<p><b>2E - Organizing physical space</b></p> <p><b>Accomplished:</b> Counseling center or classroom arrangements are inviting and conducive to the planned activities</p>	<ul style="list-style-type: none"> <li>• creates inviting counseling center with pamphlets &amp; brochures available.</li> <li>• maintains privacy of office.</li> <li>• provides a central location with easy student access.</li> <li>• provides manipulatives, games, exercise ball to sit on</li> <li>• creates bulletin boards with positive info</li> <li>• provides room for students to calm self</li> <li>• provides a waiting area for students outside of counseling offices, away from regular “traffic flow” for student privacy</li> <li>• provides a comfortable and inviting space for single or multiple students/ parents</li> </ul>
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Domain 3: Delivery of Service – School Counselors/ Social Workers	
Component	Samples of evidences that may be evident during observation visit.
<p><b>3A - Assessing student needs</b></p> <p><b>Accomplished:</b> Counselor assesses student needs and knows the range of student needs in the school.</p>	<ul style="list-style-type: none"> <li>• utilizes ILP to determine academic needs of students.</li> <li>• utilizes ILP to view life goals of students.</li> <li>• contacts parents and students</li> <li>• communicates with students</li> <li>• compiles test data</li> <li>• consults with teachers on student needs</li> <li>• works with family resource to address student needs</li> <li>• works with outside agencies to provide assistance for student needs</li> <li>• uses school wide needs assessment</li> <li>• completes annual school counseling program assessment</li> </ul>
<p><b>3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs</b></p> <p><b>Accomplished:</b> Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.</p>	<ul style="list-style-type: none"> <li>• supports advocacy and data-driven practices, which closes Achievement Gap</li> <li>• develops personal, social and emotional development in students</li> <li>• provides resources for leadership opportunities</li> <li>• supports college and Career Readiness</li> <li>• utilizes ACT/ Compass data to assist seniors in preparing for life goals.</li> <li>• works with non-college going students to prepare for work situations such a soft skills and resume writing.</li> <li>• works with ILP’s and other college and career initiatives</li> <li>• contacts outside college resources</li> <li>• completes Core Curriculum, Small Group and/or Closing-the-gap action plans</li> </ul>

<p><b>3C - Using counseling techniques in individual and classroom programs</b></p> <p><b>Accomplished:</b> 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.</p>	<ul style="list-style-type: none"> <li>• offers individual counseling, small group and/ or Large Group/Classroom Programs</li> <li>• models role play of appropriate responses</li> <li>• utilizes outside experts to focus on problems in the school – bullying, tutoring, drug problems.</li> <li>• provides resources for social skills, mediation, problem solving, and anger management.</li> </ul>
<p><b>3D - Brokering resources to meet needs</b></p> <p><b>Accomplished:</b> Counselor brokers with other programs within the school or district to meet student needs.</p>	<ul style="list-style-type: none"> <li>• makes relationships with Youth service coordinator, school/ community counseling centers</li> <li>• seeks contacts for scholarships and other assistance for college fee.</li> <li>• provides resources for outside therapy agencies</li> <li>• conducts Emergency evaluation process w CCC</li> <li>• makes contact with Court system, Social services,</li> <li>• collaborates with 504 coordinator, Youth service center coordinator</li> <li>• partners with area colleges with dual enrollment</li> <li>• schedules college visits on/off campus</li> <li>• partners with community representative for operation preparation</li> <li>• provides college connection nights</li> <li>• facilitates an advisory council for the school counseling program</li> </ul>
<p><b>3E - Demonstrating flexibility and responsiveness</b></p> <p><b>Accomplished:</b> Counselor makes revisions in the counseling program when they are needed.</p>	<ul style="list-style-type: none"> <li>• creates a vision statement representing the qualities that a school counselor should possess</li> <li>• shows flexibility in amending plans.</li> <li>• demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the CSCP.</li> <li>• contacts school board/ personnel</li> <li>• provides an open office to parents/ students</li> <li>• plans time to talk with children</li> <li>• uses community resources technology/ library</li> <li>• considers implications of the results reports</li> </ul>



Domain 4: Professional Responsibilities – School Counselors/ Social Workers	
Component	Samples of evidences that may be evident during observation visit.
<p><b>4A - Reflecting on practice</b></p> <p><b>Accomplished:</b> 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.</p>	<ul style="list-style-type: none"> <li>continually evaluates programs implemented and make adjustments.</li> <li>plans counselor advisory groups</li> <li>collects and provides strategies for student success</li> <li>surveys staff on perception of counseling program</li> <li>creates a growth plan</li> <li>joins in PLC’s</li> <li>develops lesson plan reflections</li> <li>maintains personal/ counseling notes</li> <li>assists is creating School improvement plan – SIP</li> <li>organizes the counseling schedule</li> </ul>
<p><b>4B - Maintaining records and submitting them in a timely fashion</b></p> <p><b>Accomplished:</b> Counselor’s reports, records, and documentation are accurate and are submitted in a timely manner.</p>	<ul style="list-style-type: none"> <li>maintains records of counseling services.</li> <li>maintains records of parent and teacher communications.</li> <li>communicates with district and state on testing and attendance deadlines.</li> </ul>
<p><b>4C - Communicating with families</b></p> <p><b>Accomplished:</b> Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students</p>	<ul style="list-style-type: none"> <li>collaborates with parents and guardians to create learning environments that promote educational equity and success for every student</li> <li>creates webpages and email listserves for parents and community</li> <li>offers workshops to meet various needs of school and students.</li> <li>uses websites, newsletters and other means of communication to inform parent and community of counseling program services.</li> <li>provides information on school website</li> <li>submits Information for team newsletters</li> <li>creates counseling office brochure</li> <li>develops middle school 101 info session</li> <li>facilitates an advisory council for school counseling program</li> </ul>

<p><b>4D - Participating in a professional community</b></p> <p><b>Accomplished:</b> Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.</p>	<ul style="list-style-type: none"><li>• understands and applies leadership and its role in CSCP</li><li>• participates in school and district team meetings, PLC’s, and open house/ parent nights</li><li>• completes the annual agreement</li></ul>
<p><b>4E - Engaging in professional development</b></p> <p><b>Accomplished:</b> Counselor seeks out opportunities for professional development based on an individual assessment of need.</p>	<ul style="list-style-type: none"><li>• studies current trends in counseling</li><li>• participates in professional development</li><li>• holds membership in professional organizations</li><li>• attends frequent in house mental health PD</li><li>• holds membership &amp; participation in state level counseling association</li><li>• shares with colleagues</li><li>• joins counselor listserv</li><li>• works toward completing a RAMP application</li></ul>
<p><b>4F - Showing professionalism</b></p> <p><b>Accomplished:</b> Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public: advocates for students when needed.</p>	<ul style="list-style-type: none"><li>• demonstrates professional and personal qualities and skills of effective leaders</li><li>• shows respect to staff and students.</li><li>• offers assistance in various school issues</li><li>• advocates for students and provides resources and support.</li><li>• maintains confidentiality</li><li>• submits reports in timely manner to appropriate agencies</li><li>• advocates for student needs</li><li>• collaborates with outside agencies (family resource, DCBS, therapists, impact....)</li><li>• initiates contact with parent/ guardians</li><li>• joins in collaboration with teachers/ staff</li><li>• demonstrates honesty/ integrity/ confidentiality</li><li>• completes TAT, ARC, 504 cumulative records, test scores,</li><li>• keeps confidentiality with individual counseling, groups, parent meetings and other meetings</li></ul>

# TRIGG COUNTY PUBLIC SCHOOLS

## Guidance Counselor Self-Reflection and Professional Growth Template

<b>Guidance Counselor</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	

### Part A: Initial Reflection – Establishing Priority Growth Needs

Component:	Self-Assessment:				Rationale:
1A – Demonstrating knowledge of counseling theory and techniques	I	D	A	E	
1B – Demonstrating knowledge of the child and adolescent development	I	D	A	E	
1C – Establishing goals for the counseling program appropriate to the setting and the students served	I	D	A	E	
1D – Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school district	I	D	A	E	
1E - Plan in the counseling program integrated with the regular school program	I	D	A	E	
1F - Developing a plan to evaluate the counseling program	I	D	A	E	
2A - Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a culture for productive communication	I	D	A	E	
2C - Managing routines and procedures	I	D	A	E	
2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E	
2E - Organizing physical space	I	D	A	E	
3A - Assessing student needs	I	D	A	E	
3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	I	D	A	E	
3C - Using counseling text makes an individual and classroom programs	I	D	A	E	
3D - Brokering resources to meet needs	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4C - Communicating with families	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	

4E - Engaging in professional development	I	D	A	E	
4F- Showing professionalism	I	D	A	E	

Domain:	Component: Circle Professional Growth Priority Components						Select a component from those circled for focused professional growth goal development (Part B):
Planning & Preparation	1A	1B	1C	1D	1E	1F	
The Environment	2A	2B	2C	2D	2E		
Delivery of service	3A	3B	3C	3D	3E		
Professional Responsibilities	4A	4B	4C	4D	4E	4F	
Current Level of Performance for Selected Component:							<div>I</div> <div>D</div> <div>A</div> <div>E</div>

## Part B: Connecting Priority Growth Needs to Professional Growth Planning

<b>Professional Growth Goal:</b> <ul style="list-style-type: none"> <li>What do I want to change about my professional practice that will effectively impact student learning?</li> <li>What is my personal learning necessary to make that change?</li> <li>What are the measures of success?</li> </ul>	(Please enter your Professional Growth Goal here.)
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Action Plan		
<b>Professional Learning</b> What do I want to change that will effectively impact student learning? What is my personal learning necessary to make that change?		
<b>Demonstrable:</b> <i>Identify the documentation intended to demonstrate your professional growth.</i>		
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		
<b>Strategies/Actions</b> What strategies/actions will I need to do in order to accomplish my goal?	<b>Resources/Support Needed</b> What resources will I need to complete my plan?	<b>Targeted Date of Completion</b> When will I complete each identified strategy/action?

Guidance Counselor Signature:	Date:
Administrator Signature:	Date:

## Part C: Summative Reflection- Level of Attainment for Professional Growth Goal

Guidance Counselor Comments (Optional)	Administrator (check one): <input type="checkbox"/> Reviewed <input type="checkbox"/> Achieved If the Professional Growth Plan is not achieved, please indicate what needs to be addressed in the future

Next Steps:

Guidance Counselor Signature:	Date:
Administrator Signature:	Date:

# Trigg County Public Schools

## Guidance Counselor Pre-Observation Document

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<b>Guidance Counselor</b>	
<b>School</b>	
<b>Position</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

<b>Questions for Discussion:</b>	<b>Notes:</b>
Describe the types of activities and work that will be observed during the time scheduled for the observation	
Describe how the activities or work performed tie to the Specialist Framework for this position. (Identify the specific domain and components of the Specialist Frameworks for Other Professionals.)	
How and when will you know whether the objectives or targets for the work conducted have been successfully achieved?	
Is there anything specific that you would like me to observe during the workplace visit?	

\_\_\_\_\_  
Guidance Counselor's Signature

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

# Trigg County Public Schools

## Guidance Counselor Post Observation Document

<b>Guidance Counselor</b>	
<b>School</b>	
<b>Grade Level</b>	
<b>Evaluator</b>	
<b>Date of Conference</b>	

**Optional: The following guiding questions may be used to reflect on the lesson that was observed**

In general, how successful was the work conducted during the observation? Was the objective or target successfully accomplished? How do you know, and what will you do if it wasn't accomplished?	
In addition to the work witnessed by the observer, what other work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did procedures, student conduct, and physical space or circumstances contribute to or hinder accomplishing the objective or target?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to conduct this activity again what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

<b>Domain 1 Planning and Preparation</b>	<b>Comments/Ratings:</b>

**Evaluator's Formative Observation Rating:**

<b>Domain 2: The Classroom Environment</b>	<b>Rating:</b>					<b>Domain 3: Instruction</b>	<b>Rating:</b>				
A: Creating an Environment of Respect and Rapport	I	D	A	E	NA	A: Assessing Student needs	I	D	A	E	NA
B: Establishing a Culture for Productive Communication	I	D	A	E	NA	B: Assisting Students and Teachers in Formulation of Academic, Personal, Social and Career Plans	I	D	A	E	NA
C: Managing Routines and Procedures	I	D	A	E	NA	C: Using Counseling techniques in Individual and Classroom Programs	I	D	A	E	NA
D: Establishing Standards of Conduct and Contributing to Culture for Student Behavior Throughout the School	I	D	A	E	NA	D: Brokering Resources to Meet Needs	I	D	A	E	NA
E: Organizing Physical Space	I	D	A	E	NA	E: Demonstrating Flexibility and Responsiveness	I	D	A	E	NA

<b>Domain 4 Professional Responsibilities</b>	<b>Comments/Ratings:</b>

\_\_\_\_\_  
Guidance Counselor's Signature \*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\*Denotes sharing of results, not necessarily agreement with the formative rating



**Trigg County Schools**  
**Summative Data Collection Summary**  
**Guidance Counselors**

*This summarizes all the evaluation data including formative data, products, and performances, professional development activities, conferences and other documentation.*

Evaluatee \_\_\_\_\_ Content Area/Grade \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**STANDARDS/PERFORMANCE CRITERIA**

Ineffective (I)	Developing (D)	Accomplished (A)	Exemplary (E)
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**Domain 1: Planning and Preparation (I) \_\_\_\_ (D) \_\_\_\_ (A) \_\_\_\_ (E) \_\_\_\_**

1A-Demonstrating Knowledge of Counseling Theory and Techniques

1B-Demonstrating Knowledge of Human Development

1C-Establishing Goals for Counseling Program

1D- Demonstrating Knowledge of Regulations and Resources

1E-Planning an Integrated Counseling Program

1F-Developing a Plan to Evaluate the Counseling Program

Supporting Evidence:

**Domain 2: The Environment (I) \_\_\_\_ (D) \_\_\_\_ (A) \_\_\_\_ (E) \_\_\_\_**

2A- Creating an Environment of Respect and Rapport

2B- Establishing a Culture for Productive Communication

2C-Managing Routines and Procedures

2D-Establishing Standards of Conduct and Contributing to Culture of Student Behavior Throughout the School

2E-Organizing Physical Space

Supporting Evidence:

**Domain 3: Delivery of Service (I) \_\_\_\_\_ (D) \_\_\_\_\_ (A) \_\_\_\_\_ (E) \_\_\_\_\_**

3A-Assessing Student Needs

3B- Assisting Students and teachers in Formulation of Academic, Personal, Social, and Career Plans

3C-Using Counseling techniques in Individual and Classroom Programs

3D-Brokering Resources to Meet Needs

3E- Demonstrating Flexibility and Responsiveness

Supporting Evidence:

Domain 4: Professional Responsibilities (I) ____ (D) ____ (A) ____ (E) ____	
4A-Reflecting on Practice	
4B-Maintaining Records and Submitting Them in Timely Fashion	
4C-Communicating With Families	
4D-Participating in a Professional Community	
4E-Engaging in Professional Development	
4F-Demonstrating Professionalism	
Supporting Evidence:	

OVERALL RATING of PROFESSIONAL PRACTICE	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
Overall Performance Category	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
<p align="center"><b>Professional Growth Plan</b></p> <p align="center">Indicate the type of Professional Growth Plan the Guidance Counselor will have the following evaluation.</p>				
<b>Professional Growth Plan and Length of Next Evaluation Cycle</b>				
<i>Length of Evaluation Cycle/ Professional Growth Plan</i>		<i>Description of Professional growth Plan</i>		
	Non-Tenured Other Professional	One-year evaluation cycle and professional growth plan		
	Three-year Cycle/Self-Directed Growth Plan	Goals set by educator with evaluator input; plan activities are teacher directed and implemented with colleagues; formative review annually.		
	One-Year Cycle/Directed Growth Plan	Goal determined by evaluator; goals focus on low performance or outcomes; plan activities designed by evaluator with educator input; formative review at mid-point of year; summative at the end of the plan.		
	Up to 12-Month Improvement Plan	Goal determined by evaluator; focus on low performance area(s); summative at the end of plan.		

Evaluatee's Comments:

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Evaluator's Comments:

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Guidance Counselor:

\_\_\_\_\_ Agree with this summative evaluation  
 \_\_\_\_\_ Disagree with this summative evaluation

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

Evaluator:

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

With Specialist Frameworks for Other Professionals

Library Media Specialist

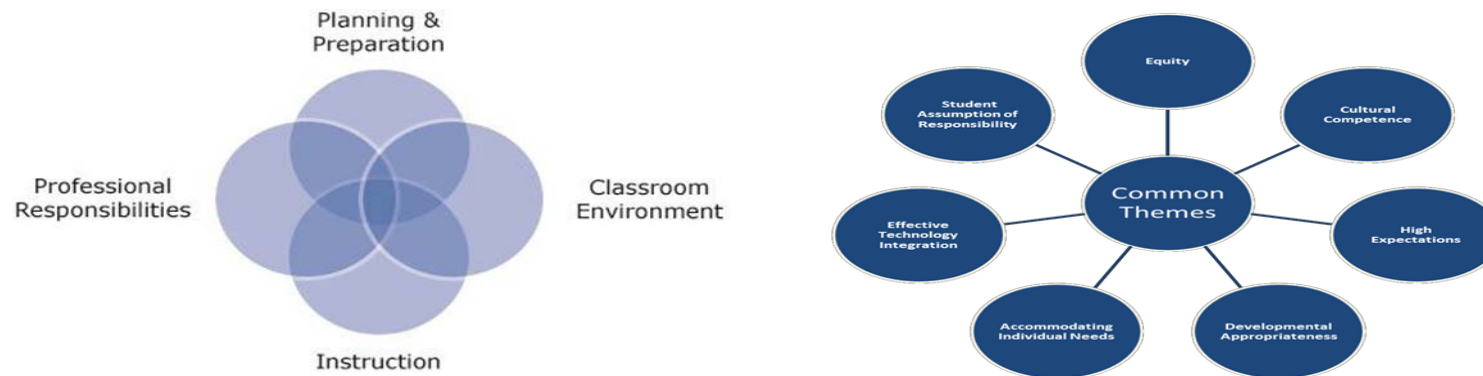
*Charlotte Danielson*

*(Adapted for Kentucky Department of Education)*

Including crosswalk documents connecting to national professional organizations for each category of Other Professionals.

**June 2015**

# FRAMEWORK FOR TEACHING DOMAINS & COMMON THEMES:



## INTRODUCTION:

The *Framework for Teaching* organizes the multiple measures that comprise Kentucky's Professional Growth and Effectiveness System (PGES). This framework is designed to support student achievement and professional best-practice through the domains of Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities. The *Framework* also includes many themes that run throughout the document. These themes include ideas such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. The Kentucky Teaching Standards, Kentucky Department of Education's Characteristics of Highly Effecting Teaching and Learning, along with research from many of the top educator appraisal specialists and researchers are the foundation for this system. The *Framework for Teaching* provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Teacher performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to know that the expected performance level is “Accomplished” which is bolded in the framework, but a good rule of thumb is that it is expected for a teacher to “live in Accomplished but occasionally visit Exemplary”. The summative rating will be a holistic representation of performance, combining data from multiple measures across each domain.

## Possible Samples of evidence:

Following the specialists’ framework are samples of roles and responsibilities completed by Other Professional’s in districts across Kentucky. Through statewide collaboration with teams of Other Professionals, administrators, and teacher leaders this sample list has been created.

These samples may or may not fit the expectations in every district. With discussion between the Other Professional and the supervisor, these possible Samples of evidence may be observed during a workplace visit or discussed at a pre or post observation conference. The possible Samples of evidence may serve as evidence in the self- reflection and professional growth plan to inform the educators overall Professional Practice rating.

A yearly review of the examples by the OPGES steering committee will be conducted. To submit possible additions of samples that model best practice of accomplished or exemplary indicators, [click here](#).

**Kentucky Framework for Teaching and Other Professionals Framework Crosswalk:**

Teacher Domains	Teacher Components	Other Professional Domains	<u>Instructional Specialists</u> Components
Planning and Preparation	<ul style="list-style-type: none"><li>• Knowledge of content and pedagogy</li><li>• Demonstrating knowledge of students</li><li>• Setting instructional outcomes</li><li>• Demonstrating knowledge of resources</li><li>• Designing coherent instruction</li><li>• Designing student assessments</li></ul>	Planning and Preparation	<ul style="list-style-type: none"><li>• Demonstrating knowledge of current trends in specialty area and professional development</li><li>• Demonstrating knowledge of the school’s program and levels of teacher skill in delivering that program</li><li>• Establishing goals for the instructional support program appropriate to the setting and the teachers served</li><li>• Demonstrating knowledge of resources both within and beyond the school and district</li><li>• Planning the instructional program integrated with the overall school program</li><li>• Developing a plan to evaluate the instructional support program</li></ul>
Classroom Environment	<ul style="list-style-type: none"><li>• Creating an environment of respect and rapport</li><li>• Establishing a culture of learning</li><li>• Managing classroom procedures</li><li>• Managing student behavior</li><li>• Organizing physical space</li></ul>	Environment	<ul style="list-style-type: none"><li>• Creating an environment of trust and respect</li><li>• Establishing a culture for ongoing instructional improvement</li><li>• Establishing clear procedures for teachers to gain access to the instructional support</li><li>• Establishing and maintaining norms of behavior for professional interactions</li><li>• Organizing physical space for workshops or training</li></ul>
Instruction	<ul style="list-style-type: none"><li>• Communicating with students</li><li>• Questioning and discussion techniques</li></ul>	Delivery of Service	<ul style="list-style-type: none"><li>• Collaborating with teachers in the design of instructional units and lessons</li></ul>



	<ul style="list-style-type: none"> <li>Engaging students in learning</li> <li>Using Assessment in instruction</li> <li>Demonstrating Flexibility and Responsiveness</li> </ul>		<ul style="list-style-type: none"> <li>Engaging teachers in learning new instructional skills</li> <li>Sharing expertise with staff</li> <li>Locating resources for teachers to support instructional improvement</li> <li>Demonstrating flexibility and responsiveness</li> </ul>
Professional Responsibilities	<ul style="list-style-type: none"> <li>Reflecting on teaching</li> <li>Maintaining accurate records</li> <li>Communicating with families</li> <li>Participating in a professional community</li> <li>Growing and developing professionally</li> <li>Showing professionalism</li> </ul>	Professional Responsibilities	<ul style="list-style-type: none"> <li>Reflecting on practice</li> <li>Preparing and submitting budgets and reports</li> <li>Coordinating work with other instructional specialists</li> <li>Participating in a professional community</li> <li>Engaging in professional development</li> <li>Showing professionalism including integrity and confidentiality</li> </ul>

Teacher Domains	Teacher Components	Other Professional Domains	<u>Therapeutic Specialists</u> Components
Planning and Preparation	<ul style="list-style-type: none"> <li><b>Knowledge of content and pedagogy</b></li> <li><b>Demonstrating knowledge of students</b></li> <li><b>Setting instructional outcomes</b></li> <li><b>Demonstrating knowledge of resources</b></li> <li><b>Designing coherent instruction</b></li> <li><b>Designing student assessments</b></li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license</li> <li>Establishing goals for the therapy program appropriate to the setting and the students served</li> <li>Demonstrating knowledge of District state and federal regulations and guidelines</li> <li>Demonstrating knowledge of resources both within and beyond the school and district</li> <li><i>Planning the therapy program integrated with the regular school program to meet the needs of individual students</i></li> <li>Developing a plan to evaluate the therapy program</li> </ul>

Classroom Environment	<ul style="list-style-type: none"><li>• Creating an environment of respect and rapport</li><li>• Establishing a culture of learning</li><li>• Managing classroom procedures</li><li>• Managing student behavior</li><li>• Organizing physical space</li></ul>	Environment	<ul style="list-style-type: none"><li>• Establishing rapport with students</li><li>• Organizing time effectively</li><li>• Establishing and maintaining clear procedures for referrals</li><li>• Establishing standards of conduct in the treatment center</li><li>• Organizing physical space for testing of students and providing therapy</li></ul>
Instruction	<ul style="list-style-type: none"><li>• Communicating with students</li><li>• Questioning and discussion techniques</li><li>• Engaging students in learning</li><li>• Using Assessment in instruction</li><li>• Demonstrating Flexibility and Responsiveness</li></ul>	Delivery of Service	<ul style="list-style-type: none"><li>• Responding to referrals and evaluating student needs</li><li>• Developing and implementing treatment plans to maximize student s success</li><li>• Communicating with families</li><li>• Collecting information; writing reports</li><li>• Demonstrating flexibility and responsiveness</li></ul>
Professional Responsibilities	<ul style="list-style-type: none"><li>• Reflecting on teaching</li><li>• Maintaining accurate records</li><li>• Communicating with families</li><li>• Participating in a professional community</li><li>• Growing and developing</li></ul>	Professional Responsibilities	<ul style="list-style-type: none"><li>• Reflecting on practice</li><li>• Collaborating with teachers and administrators</li><li>• Maintaining an effective data management system</li><li>• Participating in a professional community</li><li>• Engaging and professional development</li><li>• Showing professionalism including integrity advocacy and maintaining confidentiality</li></ul>

Teacher Domains	Teacher Components	Other Professional Domains	School Psychologists Components
Planning and Preparation	<ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>• Demonstrating knowledge and skill in using psychological instruments to evaluate students</li> <li>• Demonstrating knowledge of child and adolescent development and psychopathology</li> <li>• Establishing goals for the psychology program appropriate to the setting and the students served</li> <li>• Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district</li> <li>• Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention</li> <li>• Developing a plan to evaluate the psychology program</li> </ul>
Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• Establishing rapport with students</li> <li>• Establishing a culture for positive mental health throughout the school</li> <li>• Establishing and maintaining clear procedures for referrals</li> <li>• Establishing standards of conduct in the testing center</li> <li>• Organizing physical space for testing the students and storage of materials</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> <li>• Engaging students in learning</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Responding to referrals consulting with teachers and administrators</li> </ul>

	<ul style="list-style-type: none"> <li>• Using Assessment in instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>		<ul style="list-style-type: none"> <li>• Evaluating student needs and compliance with national Association of school psychologists NASP guidelines</li> <li>• Chairing evaluation team</li> <li>• Planning interventions to maximize student’s likelihood of success</li> <li>• Maintaining contact with physicians and community mental health service providers</li> <li>• Demonstrating flexibility and responsiveness</li> </ul>
Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on teaching</li> <li>• Maintaining accurate records</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Growing and developing</li> </ul>	Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on practice</li> <li>• Communicating with families</li> <li>• Maintaining accurate records</li> <li>• Participating in a professional community</li> <li>• Engaging in professional development</li> <li>• Showing professionalism</li> </ul>

Teacher Domains	Teacher Components	Other Professional Domains	School Counselors/Social Workers Components
Planning and Preparation	<ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>• Demonstrating knowledge of counseling theory and techniques</li> <li>• Demonstrating knowledge of child and adolescent development</li> <li>• Establishing goals for the counseling program appropriate to the setting and the students served</li> <li>• Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</li> </ul>

			<ul style="list-style-type: none"> <li>• Plan in the counseling program integrated with the regular school program</li> <li>• Developing a plan to evaluate the counseling program</li> </ul>
Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• creating an environment of respect and rapport</li> <li>• Establishing a culture for productive communication</li> <li>• Managing routines and procedures</li> <li>• Establishing standards of conduct and contributing to the culture for student behavior throughout the school</li> <li>• Organizing physical space</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using Assessment in instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Assessing student needs</li> <li>• Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs</li> <li>• Using counseling techniques in individual and classroom programs</li> <li>• Brokering resources to meet needs</li> <li>• Demonstrating flexibility and responsiveness</li> </ul>
Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on teaching</li> <li>• Maintaining accurate records</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Growing and developing</li> </ul>	Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on practice</li> <li>• Maintaining records and submitting them in a timely fashion</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Engaging in professional development</li> <li>• Showing professionalism</li> </ul>

Teacher Domains	Teacher Components	Other Professional Domains	<u>Library Media Specialists</u> Components	
Planning and Preparation	<ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>• Demonstrating Knowledge of Content Curriculum and Process</li> <li>• Demonstrating Knowledge of Students</li> <li>• Supporting Instructional Goals</li> <li>• Demonstrating Knowledge and Use of Resources</li> <li>• Demonstrating a Knowledge of Literature and Lifelong Learning</li> <li>• Collaborating in the Design of Instructional Experiences</li> </ul>	
Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a Culture for Learning</li> <li>• Managing Library Procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using Assessment in instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Communicating Clearly and Accurately</li> <li>• Using Questioning and Research Techniques</li> <li>• Engaging Students in Learning</li> <li>• Assessment in Instruction (whole class, one-on-one and small group)</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>	

Professional Responsibilities	<ul style="list-style-type: none"><li>• Reflecting on teaching</li><li>• Maintaining accurate records</li><li>• Communicating with families</li><li>• Participating in a professional community</li><li>• Growing and developing</li></ul>	Professional Responsibilities	<ul style="list-style-type: none"><li>• Reflecting on Practice</li><li>• Maintaining Accurate Records</li><li>• Communicating with School Staff and Community</li><li>• Participating in a Professional Community</li><li>• Growing and Developing Professionally</li><li>• Collection Development and Maintenance</li><li>• Managing the Library Budget</li><li>• Managing Personnel</li><li>• Professional ethics</li></ul>
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# Common Language

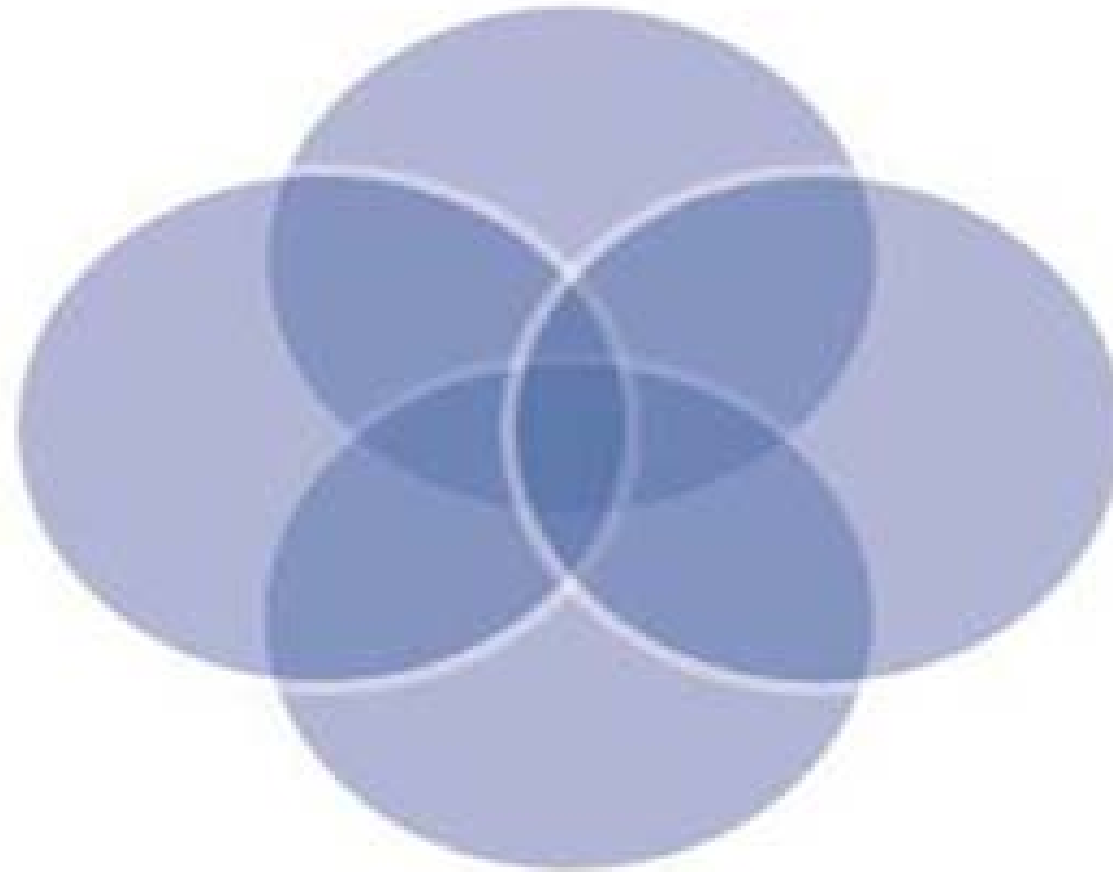
Domain 1: Planning & Preparation				
1A - Knowledge of Content and Pedagogy	Component	Performance Level		
	<p>Learning, accomplished teachers have command of the subject matter they teach. They must have a deep understanding of the content they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.</p>	<p>Learning, accomplished teachers have command of the subject matter they teach. They must have a deep understanding of the content they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.</p>		
	Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Knowledge of Content and the Structure of the Discipline</li> <li>Knowledge of Prerequisite Relationships</li> <li>Knowledge of Content-Related Pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>In planning and practice, teacher makes content errors or does not correct errors made by students.</li> <li>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</li> <li>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</li> <li>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</li> <li>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</li> <li>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate to one another.</li> <li>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</li> </ul>



**Planning &  
Preparation**

**Professional  
Responsibilities**

**Classroom  
Environment**



**Instruction  
Delivery of Service**

# OPGES frameworks

## Domain 1: Planning & Preparation – Library Media Specialist

<b>1A - Demonstrating Knowledge of Content Curriculum and Process</b> <ul style="list-style-type: none"> <li>• Knowledge of curriculum</li> <li>• Knowledge of information, media, and digital literacy</li> <li>• Knowledge of the research process</li> </ul>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist is not familiar with the curriculum and does not understand the connections to the resources, literacies, and the research process.	School Library Media Specialist is familiar with the curriculum but cannot articulate connections with literacies and the research process.	School Library Media Specialist displays knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop connections.	School Library Media Specialist displays extensive knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop meaningful connections.

<b>1B -</b> Demonstrating Knowledge of Students <ul style="list-style-type: none"><li>• Knowledge of child and adolescent development</li><li>• Knowledge of the learning process</li><li>• Knowledge of students’ skills and knowledge and language proficiency</li><li>• Knowledge of students’ interests and cultural heritage</li><li>• Knowledge of students’ special needs</li></ul>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist makes little or no attempt to acquire knowledge of the students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist does not understand the need for this information in planning and developing the collection.	School Library Media Specialist demonstrates some knowledge of the students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist occasionally applies this knowledge in planning for instruction, promoting reading, and developing the resource collection.	School Library Media Specialist demonstrates adequate knowledge of the students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist uses this knowledge in planning for instruction, promoting reading, and developing the resource collection.	School Library Media Specialist demonstrates thorough knowledge of the students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist employs intentional strategies to use this knowledge expertly in planning for instruction, promoting reading, and developing the resource collection.

<b>IC- Supporting Instructional Goals</b> <ul style="list-style-type: none"> <li>• Instructional resources and technology</li> <li>• Instructional services</li> </ul>				
	<b><i>Ineffective</i></b> School Library Media Specialist does not display a real understanding of the instructional goals for the disciplines and diverse student population and provides few of the necessary resources and instruction services to support these goals.	<b><i>Developing</i></b> School Library Media Specialist displays some understanding of the instructional goals for the different disciplines and diverse student population and provides some of the necessary resources, technology and instructional services to support these goals.	<b><i>Accomplished</i></b> School Library Media Specialist displays understanding of the instructional goals for most of the disciplines and diverse student population and provides many of the necessary resources, technology and instructional services to support these goals.	<b><i>Exemplary</i></b> School Library Media Specialist displays full understanding of the instructional goals for all of the disciplines and diverse student population and expertly provides the necessary resources, technology and instructional services to support these goals.

<b>ID- Demonstrating Knowledge and Use of Resources</b> <ul style="list-style-type: none"> <li>• Instructional materials and resources</li> <li>• Search strategies</li> </ul>				
	<b><i>Ineffective</i></b> School Library Media Specialist has little awareness of the resources with the school’s library collection or resources available electronically and does not seek resources outside the library.	<b><i>Developing</i></b> School Library Media Specialist is aware of the resources within the school’s library collection as well as of resources available electronically or online, and is aware of some places to seek other resources throughout the district and the local community.	<b><i>Accomplished</i></b> School Library Media Specialist has commendable knowledge of the resources within the school’s library collection; has knowledge of and the skills to access resources available electronically or online; and seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large.	<b><i>Exemplary</i></b> School Library Media Specialist has an extensive knowledge of the resources within the school’s library collection; has knowledge of a variety of electronic and online resources accompanied with advanced skills for accessing information using these resources; and actively seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large and beyond.

<b><i>1E -</i></b> Demonstrating a Knowledge of Literature and Lifelong Learning  <ul style="list-style-type: none"><li>• Children’s and young adult literature</li><li>• Reading promotion</li></ul>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist has little knowledge of current and classic literature and rarely promotes good books, reading for pleasure and love of learning.	School Library Media Specialist has some knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning.	School Library Media Specialist has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.	School Library Media Specialist has an extensive knowledge of current and classic literature of all genres and is extremely successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.

<p><b><i>IF</i></b> - Collaborating in the Design of Instructional Experiences</p> <ul style="list-style-type: none"> <li>• Collaborative skills</li> <li>• Instructional materials and resources</li> <li>• Research process</li> <li>• Information, media, digital and technology literacy</li> </ul>				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	School Library Media Specialist does not collaborate with teachers in planning, implementing, and assessing learning activities.	School Library Media Specialist collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences that support the unit.	School Library Media Specialist collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies.	School Library Media Specialist collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies.

## Domain 2: The Library Environment - Library Media Specialist

<b>2A-</b> Creating an environment of respect and rapport <ul style="list-style-type: none"> <li>• Interpersonal relations</li> <li>• Student interaction</li> <li>• Staff interactions</li> </ul>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Interactions with some students and staff are sometimes negative, demeaning, or sarcastic. Students in general exhibit disrespect for the school Library Media Specialist. Some student interactions are characterized by conflict, sarcasm, or put-downs.	School Library Media Specialist-student and staff interactions are generally polite and respectful but may reflect inconsistencies. Respect toward the school Library Media Specialist is not always evident.	School Library Media Specialist demonstrates genuine caring and respect for students and staff and most students and staff exhibit a mutual respect for the school Library Media Specialist	School Library Media Specialist demonstrates genuine caring and respect for students and staff and uses praise and positive reinforcement. Students and staff exhibit a high regard for the school Library Media Specialist.

<b>2B -</b> Establishing a Culture for Learning <ul style="list-style-type: none"> <li>• Ethos</li> <li>• Expectations for learning</li> </ul>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist maintains a controlled and stifling environment not conducive to learning.	School Library Media Specialist maintains an environment that is attractive with expectations that students use the library appropriately.	School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students be productively engaged.	School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students are curious, on task and value the library.

Domain 2: The Library Environment - Library Media Specialist

<b>2C - Managing Library Procedures</b> <ul style="list-style-type: none"><li>• Circulation procedures</li><li>• Scheduling procedures</li></ul>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library, and the expertise of the school Library Media Specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for adequate access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library to provide for optimal, flexible access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.

<b>2D - Managing student behavior</b> <ul style="list-style-type: none"><li>• Expectations</li><li>• Monitoring of student behavior</li><li>• Response to misbehavior</li></ul>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist has not established clear standards of conduct, does not monitor student behavior, and responds inappropriately to student misbehavior.	School Library Media Specialist has established standards of conduct, monitors student behavior, and inconsistently responds to student misbehavior in ways that are appropriate and respectful to the students.	School Library Media Specialist has established and communicated standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students.	School Library Media Specialist has established and communicated clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students.



<p><b>2E - Organizing physical space</b></p> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Traffic flow</li> <li>• Self-directed use</li> <li>• Consideration of functions</li> <li>• Flexibility</li> </ul>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	<p>The library is not organized for safety, has poor traffic flow, and optimal learning is not possible because of poorly organized space for various functions.</p>	<p>The library is organized for safety and ease of traffic flow is adequate. Physical resources, spaces for studying, space for learning activities and space for library organizational functions are placed in locations that usually do not interfere with other functions. Signage is inconsistent.</p>	<p>The library is organized for safety, ease of traffic flow, and learning. Physical resources, spaces for studying, space for learning activities and space for library operations are fairly well placed in locations that enhance their functions and that do not interfere with other functions.</p> <p>Some signage is provided to support self-directed use. Library design and furnishings allow for some flexibility in response to changing needs, and accessibility for all students, including those with disabilities.</p>	<p>The library is very effectively organized for safety, ease of traffic flow, and optimal learning. Physical resources, spaces for studying, space for learning activities and space for library operations are well placed in locations that enhance their functions and that do not interfere with other functions.</p> <p>Significant signage is provided to support self-directed use. Library design and furnishings allow for flexibility in response to changing needs, and accessibility for all students, including those with disabilities.</p>

## Domain 3: Instruction/ Delivery of Service - Library Media Specialist

<b>3A -</b> Communicating Clearly and Accurately  <ul style="list-style-type: none"> <li>• Directions and procedures</li> <li>• Use of different methods</li> </ul>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist does not communicate clearly and directions and procedures are often confusing or not provided at all.	School Library Media Specialist is usually clear in communicating directions and procedures but often needs to repeat and clarify before students or staff members understand the intent.  Sometimes directions are overly detailed or too sparse for initial understanding. The use of technology is inconsistent and not always effective.	School Library Media Specialist clearly communicates directions and procedures and is able to recognize when it is necessary to repeat and clarify. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.	School Library Media Specialist clearly communicates directions and procedures both orally and in writing, anticipating in advance possible misunderstandings. Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.

<b>3B - Using</b> Questioning and Research Techniques <ul style="list-style-type: none"> <li>• Quality of questions</li> <li>• Research techniques</li> <li>• Student inquiry</li> </ul>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist does not use questions effectively and usually tells the student what to do or leaves them on their own.	School Library Media Specialist asks questions that guide students and help them think about their research topic.	School Library Media Specialist often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own questions about their research topic.	School Library Media Specialist nearly always uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate pertinent questions about their research topics. Students are able to refine their research techniques and strategies and extend their own learning through the research process.

<p><b>3C - Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>Instructional materials and resources</li> <li>Expectations for students</li> </ul>				
	<p><i>Ineffective</i></p> <p>School Library Media Specialist is not able to recommend or guide students to appropriate engaging resources. Expectations for students are low.</p>	<p><i>Developing</i></p> <p>School Library Media Specialist sometimes recommends or guides students to resources that link well with the content learning goals, the students' knowledge backgrounds and experiences and which engage students cognitively and serve to enhance the active construction of understanding. Expectations for students are inconsistently present and there is likewise inconsistent response by the students.</p>	<p><i>Accomplished</i></p> <p>School Library Media Specialist usually recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding. High expectations for students are usually present and in general, they respond to them.</p>	<p><i>Exemplary</i></p> <p>School Library Media Specialist recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences. The resources engage students cognitively and serve to enhance the active construction of understanding. Most students respond to the high expectations of the teacher and the school Library Media Specialist.</p>

<p><b>3D - Assessment in instruction (whole class, one-on-one and small group)</b></p> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Quality feedback</li> <li>• Student self-assessment and monitoring of progress</li> </ul>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	<p>In collaborative units designed for whole class instruction, students are not aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist does not monitor student learning. The school Library Media Specialist does not provide feedback to students when working with them on a one-to-one basis or with small groups. Students do not engage in self- assessment or monitoring of progress.</p>	<p>In collaborative units designed for whole class instruction, students know some of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors a class of students as a whole but elicits no diagnostic information. The school Library Media Specialist provides some feedback to students when working with them on a one to-one basis or with small groups. Students occasionally assess the quality of their own work.</p>	<p>In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors groups of student but makes limited use of diagnostics. The school Library Media Specialist is usually able to provide constructive feedback when working with individuals and small groups. Students use this feedback and frequently monitor the quality of their own work against the assessment criteria or performance standards.</p>	<p>In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. The school Library Media Specialist actively elicits diagnostic information from individual students regarding their understanding and monitors their progress. The school Library Media Specialist provides timely accurate, substantive, constructive and specific feedback when working with individuals and groups.</p> <p>Students not only use this feedback and monitor the quality of their own work against the assessment criteria or performance standards, but also make active use of this information in their learning.</p>

<b>3E -</b> Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> <li>• Teaching strategies</li> <li>• Lesson adjustments</li> <li>• Response to students</li> <li>• Persistence</li> </ul>				
	<i>Ineffective</i> The school Library Media Specialist adheres to the instructional plan in spite of evidence of poor student understanding, and fails to respond to students' questions. The school Library Media Specialist makes minimal adjustments to the instructional plan.	<i>Developing</i> The school Library Media Specialist attempts to accommodate students' learning styles, needs, abilities, interests and questions but the use of diverse strategies is limited. Responding to spontaneous events is rare.	<i>Accomplished</i> The school Library Media Specialist uses some diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist usually makes adjustments to instructional plans and provides interventions as needed and sometimes responds to opportunities arising from spontaneous events to accommodate students learning styles, needs, interests, abilities and questions.	<i>Exemplary</i> The school Library Media Specialist uses a repertoire of diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist makes adjustments to instructional plans and provides interventions as needed and responds to opportunities arising from spontaneous events to accommodate students' learning styles, needs, interests, abilities and questions.

## Domain 4: Professional Responsibilities - Library Media Specialist

<b>4A - Reflecting on Practice</b> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Vision</li> <li>• Change</li> </ul>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	The school Library Media Specialist rarely reflects on the effectiveness of services, resources, and instructional strategies.	The school Library Media Specialist sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program.	The school Library Media Specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist sometimes considers changes necessary to ensure that future needs are met for a growing dynamic program.	The school Library Media Specialist is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist regularly considers changes necessary to ensure that future needs are met for an expanding dynamic program.

<b>4B - Maintaining Accurate Records</b> <ul style="list-style-type: none"> <li>• Catalog</li> <li>• Circulation</li> <li>• Statistics</li> <li>• Inventory</li> <li>• Using Data</li> </ul>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	The school Library Media Specialist does not maintain accurate or current records.	The school Library Media Specialist maintains records including a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use.	The school Library Media Specialist maintains accurate, fairly current, and accessible records including: a current catalog of resources; circulation records; an inventory of equipment; and statistics of library use. These records are reported at the end of the year.	The school Library Media Specialist maintains accurate, current, and easily accessible records including: a current catalog of resources; circulation records; an inventory of equipment and; statistics of library use. These records are assembled, effectively interpreted, and reported in a timely manner throughout the year when requested and at the end of the year.

<p><b>4C -</b> Communicating with School Staff and Community</p> <ul style="list-style-type: none"> <li>• Information about the library program</li> <li>• Advocacy</li> </ul>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist does not communicate with the school community about the library program and services.	The school Library Media Specialist communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	The school Library Media Specialist communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	The school Library Media Specialist effectively and consistently communicates with the school staff and community to keep them informed and employs evidence to promote the effectiveness of instructional efforts based on AASL's <i>Standards for the 21st Century Learner</i> and additionally utilizes elements of <i>Empowering Learners: Guidelines for School Library Media Programs</i> to communicate the development of the library program, new resources and services. The school Library Media Specialist actively solicits feedback and input from the schools staff and community to improve instruction, program and services.

<p><b>4D - Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li>• Service to the School</li> <li>• Participation in school and district projects</li> <li>• Involvement in a culture of professional inquiry</li> <li>• Relationship with colleagues</li> </ul>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialists' relationships with colleagues are frequently negative or self-serving and the school Library Media Specialist avoids or refuses to be involved in school and district events and projects.	School Library Media Specialist participates in school and district events and projects when specifically requested. School Library Media Specialist usually maintains a positive collaborative relationship with colleagues.	School Library Media Specialist contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues.	School Library Media Specialist makes substantial contributions to the school and to the district by voluntarily participating in school events, serving on school and district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues.



<p><b>4E - Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>• Enhancement of professional knowledge</li> <li>• Receptivity to feedback from colleagues</li> <li>• Service to the profession</li> </ul>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist makes no attempt to go beyond what is required for maintaining certification. School Library Media Specialist resists feedback on performance from either supervisors or more experienced colleagues. School Library Media Specialist makes no effort to share knowledge with others or to assume professional responsibilities.	School Library Media Specialist participates in professional activities when convenient. School Library Media Specialist accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. School Library Media Specialist contributes to the profession to a limited extent.	School Library Media Specialist seeks out opportunities for professional development to enhance professional practice. School Library Media Specialist welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. School Library Media Specialist participates actively in assisting other educators.	School Library Media Specialist seeks out opportunities for professional development through professional reading, memberships, conferences, and action research. School Library Media Specialist seeks out feedback from both supervisors and colleagues. School Library Media Specialist initiates important activities such as teaching workshops, writing articles, and making presentations to contribute to the profession on a district, state, and national level.

<b>4F</b> Collection Development and Maintenance <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Selection/Weeding</li> </ul>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment.	School Library Media Specialist inconsistently assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	School Library Media Specialist regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	Soliciting input from members of the staff, the students and the school community the school Library Media Specialist constantly and consistently assesses, makes new purchases based on assessment data, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. School Library Media Specialist advocates for necessary increases in funds and in technology when necessary to maintain a collection that is responsive to changing instructional needs.

<b>4G- Managing the Library Budget</b> <ul style="list-style-type: none"> <li>• Data driven decisions</li> <li>• Budget development</li> <li>• Record keeping</li> </ul>				
	<i><b>Ineffective</b></i>	<i><b>Developing</b></i>	<i><b>Accomplished</b></i>	<i><b>Exemplary</b></i>
	School Library Media Specialist develops a budget proposal that inadequately reflects the needs of the library program. School Library Media Specialist is unfamiliar with departmental and/or district guidelines for managing the budget and often under or overspends.	School Library Media Specialist develops budget proposals necessary to maintain the library program. School Library Media Specialist follows department and/or district policies for managing the budget and maintains records.	School Library Media Specialist develops budget proposals necessary for a comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records.	Using data effectively, the school Library Media Specialist develops budget proposals necessary for a progressive and comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records.

<b>4H- Managing Personnel</b> <ul style="list-style-type: none"> <li>• Motivating leadership</li> <li>• Delegating responsibility</li> <li>• Training</li> <li>• Supervision</li> <li>• Evaluation</li> </ul>				
	<i><b>Ineffective</b></i>	<i><b>Developing</b></i>	<i><b>Accomplished</b></i>	<i><b>Exemplary</b></i>
	School Library Media Specialist provides minimal training and supervision and inconsistently uses district tools to evaluate support staff.	School Library Media Specialist provides training and supervision and uses district tools to evaluate support staff.	School Library Media Specialist effectively delegates responsibility and provides training, and the necessary supervision and support. Using district evaluation tools, School Library Media Specialist objectively evaluates support staff.	School Library Media Specialist establishes expectations that motivate and guide support staff to perform with initiative and independence. School Library Media Specialist effectively delegates responsibility and provides training and the necessary supervision and support. School Library Media Specialist uses district evaluation tools and objectively evaluates support staff.

<b>4I- Professional ethics</b> <ul style="list-style-type: none"> <li>• Library Bill of Rights</li> <li>• Copyright law</li> <li>• Ethical use of information</li> <li>• Intellectual freedom</li> <li>• Privacy</li> <li>• Confidentiality</li> </ul>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist does not adhere to the professional ethics of librarianship.	<p>School Library Media Specialist is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the Library Bill of Rights</p> <p>American Library Association’s Code of Ethics. (See addendums A, B and C).</p>	<p>School Library Media Specialist is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the Library Bill of Rights and the American Library</p> <p>Association’s Code of Ethics. (See addendums A, B and C).</p>	<p>Through teaching and practice the school Library Media Specialist demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library</p> <p>Association’s Code of Ethics. (See addendums A, B and C).</p>

Librarian Framework reformatted from: <http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learning4life/resources/LMS-DANIELSON.pdf>

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## Possible samples of evidence

This document contains samples of roles and responsibilities completed by Library Media Specialists in Kentucky. Through collaboration with teams of Other Professionals, administrators, and teacher leaders, this sample list has been created.

These samples may or may not fit the expectations in a district. With discussion between the Other Professional and the supervisor, these possible Samples of evidence may be observed during a workplace visit or discussed at a pre or post observation conference. These possible Samples of evidence may serve as evidence in the self- reflection, professional growth plan, and to inform the educators overall Professional Practice rating.

A yearly review of the examples by the OPGES steering committee will be conducted. To submit possible additions of samples that fit best practice of accomplished or exemplary indicators, [click here](#).

### Librarian Framework – Possible samples of evidence.

Domain 1: Planning & Preparation – Library Media Specialist	
Component	Samples of evidences that may be evident during observation visit
<b>1A - Demonstrating Knowledge of Content Curriculum and Process</b> <ul style="list-style-type: none"> <li>Knowledge of curriculum</li> <li>Knowledge of information, media, and digital literacy</li> <li>Knowledge of the research process</li> </ul> <p><b>Accomplished:</b> School Library Media Specialist displays knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop connections</p>	<ul style="list-style-type: none"> <li>purchases and circulates audiobooks, or links the library website to online audiobook services</li> <li>purchases or circulates e-materials for playing/listening on e-readers, MP3 players, and tablets</li> <li>prepares bookmarks and handouts listing available assistive devices</li> <li>creates template for students to use at each level of the information-literacy model</li> <li>considers textual, visual, technological, and digital literacies when choosing print and e-resources</li> <li>adds 21st -century formats to the LMC collection, such as graphic novels, e-readers, and interactive book-review tools</li> <li>uses AASL’s Common Core crosswalks to find where KCAS align with traditional library curriculum</li> <li>analyzes circulation data to determine balanced collections</li> <li>collaborates in access of resources</li> </ul>
<b>1B - Demonstrating Knowledge of Students</b> <ul style="list-style-type: none"> <li>Knowledge of child and adolescent development</li> <li>Knowledge of the learning process</li> <li>Knowledge of students’ skills and knowledge and language proficiency</li> <li>Knowledge of students’ interests and cultural heritage</li> <li>Knowledge of students’ special needs</li> </ul> <p><b>Accomplished:</b> School Library Media Specialist demonstrates</p>	<ul style="list-style-type: none"> <li>provides audio and video versions of print texts for comparison and contrast</li> <li>purchases resources in multiple languages, such as Spanish versions of English classics</li> <li>helps students who think better visually: for both teaching and assessment, uses tools for organizing knowledge (e.g., concept maps, diagrams, outlines, mind maps, webs)</li> <li>uses the “fish bowl” technique: two students model peer-editing, based on their rubric criteria, for a third student</li> <li>provides a formal work plan for students, breaking down lesson assignments, using a calendar or timeline, and providing for frequent feedback</li> <li>allows other adults in the library to work with students having trouble getting started</li> <li>leads students how to use the think-pair-share strategy when they are peer-editing</li> <li>engages students in ongoing feedback and revision as essential to the learning processes</li> </ul>

adequate knowledge of the students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist uses this knowledge in planning for instruction, promoting reading, and developing the resource collection	<ul style="list-style-type: none"> <li>• utilizes reading interest surveys</li> <li>• provides multiple resources for multiple reading levels</li> </ul>
<p><b>1C - Supporting Instructional Goals</b></p> <ul style="list-style-type: none"> <li>• Instructional resources and technology</li> <li>• Instructional services</li> </ul> <p><b>Accomplished:</b> School Library Media Specialist displays understanding of the instructional goals for most of the disciplines and diverse student population and provides many of the necessary resources, technology and instructional services to support these goals.</p>	<ul style="list-style-type: none"> <li>• makes sure collaborative lessons and student products include visual, digital, textual, and technological formats</li> <li>• provides pathfinders on information literacy and helps students create them about their individual research topics</li> <li>• seeks new resources to enrich the curriculum and matches students with the appropriate resources</li> <li>• collaborates with multiple content areas</li> <li>• provides resources in print and digital formats</li> <li>• provides open scheduling (flexible scheduling) for equitable access</li> <li>• provides workshops and trainings</li> </ul>
<p><b>1D - Demonstrating Knowledge and Use of Resources</b></p> <ul style="list-style-type: none"> <li>• Instructional materials and resources</li> <li>• Search strategies</li> </ul> <p><b>Accomplished:</b> School Library Media Specialist has commendable knowledge of the resources within the school’s library collection; has knowledge of and the skills to access resources available electronically or online; and seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large.</p>	<ul style="list-style-type: none"> <li>• uses electronic rubric generators to create rubrics appropriate for student assessments (e.g., RubiStar, TeAchnology)</li> <li>• locates and uses free resources to save library funds; takes advantage of online citation generators and free e-books</li> <li>• joins consortiums to take advantage of vendors’ group discounts on resources and supplies</li> <li>• attempts to satisfy email requests from teachers</li> <li>• publishes staff newsletters</li> <li>• attempts to fulfill teacher requests quickly</li> <li>• manages circulation statistics</li> </ul>
<p><b>1E - Demonstrating a Knowledge of Literature and Lifelong Learning</b></p> <ul style="list-style-type: none"> <li>• Children’s and young adult literature</li> <li>• Reading promotion</li> </ul> <p><b>Accomplished:</b> School Library Media Specialist has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.</p>	<ul style="list-style-type: none"> <li>• helps teachers identify nonfiction texts in the content areas for students to read</li> <li>• schedules books fairs, book talks, and books on display to promote reading</li> <li>• provides genre collaboration with classroom teachers</li> <li>• engages in multimedia projects with students and teachers</li> <li>• invites local storytellers and puppet performers to share their expertise with students</li> </ul>

<p><b>1F - Collaborating in the Design of Instructional Experiences</b></p> <ul style="list-style-type: none"> <li>• Collaborative skills</li> <li>• Instructional materials and resources</li> <li>• Research process</li> <li>• Information, media, digital and technology literacy</li> </ul> <p><b>Accomplished:</b> School Library Media Specialist collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies.</p>	<ul style="list-style-type: none"> <li>• initiates collaboration with teachers to create “co-teaching” inquiry lessons and units</li> <li>• co-plans and co-teaches to help students read better in the content areas</li> <li>• focuses collaborative lessons on teaching the skills of argument analysis, problem solving, decision- making, and cognitive process</li> <li>• collaborates with teachers and shows them how to integrate new formats into their lessons</li> <li>• researches critical- thinking concepts and finds templates to use as rubrics for students.</li> <li>• “chunks” assignments within collaborative lessons into doable pieces of learning</li> <li>• collaborates with teachers to use multiple assessment strategies; cooperative learning activities, demos, exit cards, “I learned” statements, interviews, journal entries, K-W-L charts, learning logs, oral attitude surveys, oral presentations, peer evaluations, problem-solving activities, products, questioning, quizzes, response groups, and self-evaluations</li> <li>• ensures collaborative lessons include a method to document student growth over time as a result of evidence-based practice lessons</li> <li>• adopts a philosophy of collaboration and makes sure it underscores all communication and teaching practices</li> <li>• collaborates with public librarians by sharing curriculum and projects so that they can support student learning, too</li> <li>• collaborates with teachers and school district grant writers to generate library funds and learn about the grant-writing process</li> <li>• collaborates with stakeholders to meet every learner’s needs</li> <li>• uses KAS to move library program forward by collaborating with teachers who need support as they teach reading comprehension, higher-level thinking, and inquiry research</li> <li>• uses knowledge of curriculum resources to collaborate with teachers to create instructional units that are resource-based and student centered</li> <li>• focuses collaborative lessons on student talk, interaction with information, and active learning</li> <li>• collaborates with teachers and students to create a common vocabulary of search terms (e.g., pathfinders, subject guides, Boolean search strategy)</li> </ul>
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## Domain 2: The Library Environment - Library Media Specialist

Component	Samples of evidences that may be evident during observation visit
<p><b>2A - Creating an environment of respect and rapport</b></p> <ul style="list-style-type: none"> <li>• Interpersonal relations</li> <li>• Student interactions</li> <li>• Staff interactions</li> </ul> <p><b>Accomplished:</b> School Library Media Specialist demonstrates genuine caring and respect for students and staff and most students and staff exhibit a mutual respect for the school Library Media Specialist.</p>	<ul style="list-style-type: none"> <li>• asks students to serve on the library advisory committee or volunteer in the library</li> <li>• places students in charge of soliciting displays of student work in all areas of the curriculum</li> <li>• provides a suggestion box and elicits feedback via a variety of Web 2.0 polling and survey tools</li> <li>• encourages teachers to meet in the library to discuss topics such as comparing brands of e-readers</li> <li>• forms book clubs for various interest groups such as teachers and students, males only, and genre-related.</li> <li>• uses student volunteers to both support library goals and contribute to their own personal learning</li> <li>• invites the school nurse, speech tutor, drug counselor, and other support staff to work in the LMC space and share the “learning commons” with adults as well as students</li> <li>• converts non-public library spaces to service spaces that meet program goals and the needs of the learning community (e.g. convert LMC storeroom to a video production studio so students can create films)</li> <li>• increases the impact of presentations by using Web 2.0 tools to create brief slideshows that include video and audio clips of students at work in library space</li> <li>• converts library website into a publishing opportunity for librarian and stakeholders by adding a blog for their comments and librarian responses</li> </ul>
<p><b>2B - Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>• Ethos</li> <li>• Expectations for learning</li> </ul> <p><b>Accomplished:</b> School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students be productively engaged.</p>	<ul style="list-style-type: none"> <li>• places netbooks around the library, when not in use in the classroom, for student convenience</li> <li>• loops book reviews and trailers on projectors and whiteboards during school hours and other events</li> <li>• encourages school groups, such as the high school astronomy club, to meet in the library, and provides them with appropriate materials to check out</li> <li>• snaps photos of students engaged in reading activities, enlarges, and posts</li> <li>• strives to create a learning commons atmosphere in physical and virtual library space to facilitate interdisciplinary learning through inquiry, collaboration, and creativity</li> <li>• creates a learning environment where students can think critically, creatively, and ethically</li> <li>• keeps the library accessible to students, parents, and the community 24-7 in a virtual environment</li> <li>• eliminates any unfriendly practices now in place and determines what “barriers to access” can be removed</li> <li>• utilizes time before and after school, and during lunch periods to maximize in-library access for the school community</li> <li>• focuses on open access for learners rather than on “preserving” the collection</li> <li>• demonstrates the philosophy that the library space, both virtual and physical, is a common area for self-paced learning, collaboration and content creation, as well as for accessing and sharing resources</li> <li>• provides convenient hours for student access ( i.e. Before/ after school hours)</li> </ul>



<p><b>2C - Managing Library Procedures</b></p> <ul style="list-style-type: none"><li>• Circulation procedures</li><li>• Scheduling procedures</li></ul> <p><b>Accomplished:</b> Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for adequate access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.</p>	<ul style="list-style-type: none"><li>• supplies students with free choices including nonfiction materials in multiple formats, not just fiction</li><li>• allows students to check in/out their own materials at convenient stations in the library</li><li>• creates a technology collection for students to browse or borrow, and include magazines, brochures and equipment</li><li>• makes sure students have a choice of instructional materials and resources at all levels and for a range of abilities</li><li>• documents library procedures and shares them with library support staff and volunteers</li><li>• sets up an equitable reservation and sign-out procedure for teachers and student groups who want to use library equipment</li><li>• allows students with “no way to pay” lost or damaged fees to work off their obligations by volunteering in the library where they can learn library skills authentically</li><li>• sets up student checkout stations that free staff to help learners</li><li>• teaches library team as many clerical skills as necessary to keep operations going smoothly behind the scenes</li><li>• encourages students to use self-checkout stations to request materials located in other spaces in the school district</li><li>• provides learning opportunities for library orientation</li><li>• provides schedule of availability in multiple places (i.e., website, library/ classroom boards)</li></ul>
<p><b>2D - Managing student behavior</b></p> <ul style="list-style-type: none"><li>• Expectations</li><li>• Monitoring of student behavior</li><li>• Response to misbehavior</li></ul> <p><b>Accomplished:</b> School Library Media Specialist has established and communicated standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students</p>	<ul style="list-style-type: none"><li>• uses library routines and procedures to develop appropriate student behavior</li><li>• practices efficient circulation procedures</li><li>• posts and enforces rules to make the library media center a place of learning for all</li><li>• maintains a welcoming, neat, attractive library media center that is user friendly</li><li>• develops, implements, and evaluates policies and procedures that support teaching and learning in school libraries</li><li>• develops a behavior management plan that aligns with the school-wide discipline plan</li><li>• posts procedures for centers</li><li>• reviews behavior expectations</li><li>• provides signage for facility usage</li><li>• acknowledges positive behavior</li><li>• sets expectations for all students</li></ul>
<p><b>2E - Organizing physical space</b></p> <ul style="list-style-type: none"><li>• Safety</li><li>• Traffic flow</li><li>• Self-directed use</li><li>• Consideration of functions</li><li>• Flexibility</li></ul>	<ul style="list-style-type: none"><li>• creates a “presentation area” in the library space for students to create, practice, and present</li><li>• creates learning nooks in the library space where students can practice using multiple formats during their free time, before, during, and after school</li><li>• integrates real-world and authentic venues and settings when appropriate</li><li>• studies the library literature about learning commons and devises a step-by-step plan to use these principles to convert LMC space</li><li>• rearranges LMC space to make more room for new technologies</li></ul>

<p><b>Accomplished:</b> The library is organized for safety, ease of traffic flow, and learning. Physical resources, spaces for studying, space for learning activities and space for library operations are fairly well placed in locations that enhance their functions and that do not interfere with other functions. Some signage is provided to support self-directed use. Library design and furnishings allow for some flexibility in response to changing needs, and accessibility for all students, including those with disabilities.</p>	<ul style="list-style-type: none"> <li>• provides signage that directs learners to the right resources and employs user-friendly terms such as “checkout desk,” not “circulation desk”</li> <li>• redesigns LMC website to make access to resources less complicated and more user-friendly</li> <li>• provides students with the supplies and tools they need and creates “supply centers” at strategic points in the library space</li> <li>• prepares documentation guides, pathfinders, and getting-started sheets to help learners find information</li> <li>• moves (occasionally) to the classroom for book talks and citation instructions as part of a “learning on wheels” initiative if the library is completely occupied</li> <li>• encourages the use of mobile netbooks, e-readers, and tablet computers so “learning with technology everywhere” can take place anywhere in the building</li> <li>• includes assistive features so students with disabilities can also learn from LMC website</li> <li>• arranges the library in a manner that allows accessibility</li> <li>• provides signage appropriate to available resources</li> </ul>
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**Domain 3: Instruction/ Delivery of Service - Library Media Specialist**

Component	Samples of evidences that may be evident during observation visit
<p><b>3A - Communicating Clearly and Accurately</b></p> <ul style="list-style-type: none"> <li>• Directions and procedures</li> <li>• Use of different methods</li> </ul> <p><b>Accomplished:</b> School Library Media Specialist clearly communicates directions and procedures and is able to recognize when it is necessary to repeat and clarify. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.</p>	<ul style="list-style-type: none"> <li>• encourages students to use Web 2.0 tools to build and manage their own virtual space, including a portal, a personal learning network, and a personal portfolio</li> <li>• assigns reading “roles” in small group instruction</li> <li>• includes visual, digital, textual, and technological literacies in lessons and assignments</li> <li>• encourages teachers to include in their lessons online content creation tools such as video-production and microblogging sites and offers to help teachers and students learn to use these tools. Uses print and electric graphic organizers including flowcharts, Venn diagrams, and Web 2.0 brainstorming tools (e.g. Bubbl.us, Mind Meister) to help students organize their facts and ideas</li> <li>• ensures students can create and interpret visual communication</li> <li>• takes advantage of blended-learning opportunities by creating an online library course for students using an open-source electronic learning-management system (e.g., Moodle, Sakai)</li> <li>• shares information-literacy tutorials and videos with students and teachers (e.g., Kent State University’s T2C)</li> <li>• encourages the use of free, online collaboration tools for word processing, creating slideshows, authoring websites, creating personal learning networks, sending e-mail, etc. (e.g., Google Apps for Education, Mozilla, Firefox, Gel sheet)</li> <li>• teaches students metacognition skills before launching a unit by modeling “thinking about thinking” strategies</li> <li>• encourages students to share book reviews that support their reading recommendations because 21st-century students expect to participate in adding resources to their personal learning networks</li> </ul>

<p><b>3B - Using Questioning and Research Techniques</b></p> <ul style="list-style-type: none"><li>• Quality of questions</li><li>• Research techniques</li><li>• Student inquiry</li></ul> <p><b>Accomplished:</b> School Library Media Specialist often uses open-ended and probing questions to guide students’ inquiry and to help students to think critically as they formulate their own questions about their research topic.</p>	<ul style="list-style-type: none"><li>• models “think aloud” reading for students; don’t just “tell”</li><li>• teaches students how to use an electronic auto-summarizing tool to shorten reading passages and boost comprehension</li><li>• teaches strategies by reading aloud and modeling rereading for comprehension of difficult passages</li><li>• provides print and electronic graphic organizers for students (e.g., Kidspiration and Bubbl.us)</li><li>• uses online tools to teach students how to refine their inquiry research with incorporation of Boolean search strategies</li><li>• teaches students to evaluate their research sources, particularly websites, and judge their credibility</li><li>• creates a technology club that researches and discusses emerging technologies and meets for lunch periodically</li><li>• determines what students know, as well as what they don’t, using pretesting, brainstorming, and other assessment strategies</li><li>• uses electronic graphic organizers to help students narrow their focus</li><li>• includes the use of self-inquiry tools such as double-column journal entries to evaluate student process</li></ul>
<p><b>3C - Engaging Students in Learning</b></p> <ul style="list-style-type: none"><li>• Instructional materials and resources</li><li>• Expectations for students</li></ul> <p><b>Accomplished:</b> School Library Media Specialist usually recommends or guides students to resources that link well with the content learning goals, the students’ prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding. High expectations for students are usually present and in general, they respond to them.</p>	<ul style="list-style-type: none"><li>• teaches students to use the summarizing tool in their word processing program to aid reading comprehension</li><li>• creates a set of webpages that contain subject guides and pathfinders to guide inquiry research (e.g., LibGuides, SubjectsPlus)</li><li>• locates website content and lessons to teach critical-thinking skills to students</li><li>• uses personal devices, such as the e-reader tablet and netbook, at school during student lessons to model use of emerging technology</li><li>• connects students to websites that contain content and strategies that support critical-thinking skills</li><li>• locates website content and lessons to teach critical-thinking skills to students</li><li>• stimulates critical thinking in collaborative lessons by including multiple activities such as brainteasers, optical illusions, mind maps, and online simulations</li><li>• uses free social media and open-source tools</li></ul>
<p><b>3D - Assessment in Instruction (whole class, one-on-one and small group)</b></p> <ul style="list-style-type: none"><li>• Assessment criteria</li><li>• Monitoring of student learning</li><li>• Quality feedback</li><li>• Student self-assessment and monitoring of progress</li></ul> <p><b>Accomplished:</b> In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated. The</p>	<ul style="list-style-type: none"><li>• monitors students as they create and maintain permanent displays devoted to reading, such as Predictive Assessment of Reading (PAR) charts</li><li>• connects students to websites that contain content and strategies that support critical-thinking skills</li><li>• uses performance-based assessments to evaluate authentic products such as cartoons, recipes, and interventions</li><li>• introduces a “conference log” to track conversations with students about their progress with library-related assignments</li><li>• shares with students self-reflective tools, such as suggestion boxes, electronic surveys, and polling, and student response systems (SRS or “clickers”), so learners can help evaluate collaborative units at the end of the project</li><li>• uses information-literacy assessment tools designed to evaluate students’ information literacy skills at all grade levels</li><li>• encourages students to use Web 2.0 tools to build and manage their own virtual space, including a portal, a personal learning network, and a personal portfolio</li></ul>

<p>school Library Media Specialist monitors groups of student but makes limited use of diagnostics. The school Library Media Specialist is usually able to provide constructive feedback when working with individuals and small groups. Students use this feedback and frequently monitor the quality of their own work against the assessment criteria or performance standards.</p>	<ul style="list-style-type: none"> <li>• creates posters that show how to align social media formats to appropriate student products, and hang the posters in the library space to guide student work</li> <li>• posts material about evaluation criteria tools, citation formats, and acceptable-use policy (AUP) forms on LMC website, LMC social media page, and school’s learning management system (e.g., Moodle, Blackboard)</li> <li>• teaches students to locate not only quantitative data, but encourage the collection of qualitative data as well (e.g. blog responses and anecdotal polls)</li> <li>• offers students tools such as muddiest point, one-minute paper, journals, and focus groups to evaluate completed units</li> <li>• promotes student-generated rubrics to motivate students’ intrinsic “buy in”</li> <li>• uses tablet computers to assess students by employing immediate feedback features such as screen casting to drive instruction</li> <li>• encourages students to tweet their responses in place of written exit slips</li> <li>• creates a step-by-step rubric for students to revise their work and allow class time for students to complete the rubric</li> </ul>
<p><b>3E - Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>• Teaching strategies</li> <li>• Lesson adjustments</li> <li>• Response to students</li> <li>• Persistence</li> </ul> <p><b>Accomplished:</b> The school Library Media Specialist uses some diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist usually makes adjustments to instructional plans and provides interventions as needed and sometimes responds to opportunities arising from spontaneous events to accommodate students learning styles, needs, interests, abilities and questions.</p>	<ul style="list-style-type: none"> <li>• revisits learning/reviewing reading strategies for school’s grade levels and curriculum</li> <li>• invites public and academic librarians to speak with students on a variety of topics</li> <li>• initiates a sustained silent reading initiative such as “Drop Everything and Read” (D.E.A.R.), and includes one or all grade levels in the school</li> <li>• integrates learning styles (e.g., spatial) and multiple intelligences (e.g., interpersonal) into library lessons</li> <li>• creates posters that show how to align social media formats to appropriate student products, and hangs the posters in the library space to guide student work</li> <li>• integrates learning styles and multiple intelligences into lessons</li> <li>• monitors students and makes adjustments in teaching as lessons are presented</li> <li>• personalizes LMC instruction to fit each learner and incorporates student interests into lessons</li> </ul>

Domain 4: Professional Responsibilities - Library Media Specialist	
Component	Samples of evidences that may be evident during observation visit
<p><b>4A - Reflecting on Practice</b></p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Vision</li> <li>• Change</li> </ul>	<ul style="list-style-type: none"> <li>• peruses library journal articles for ideas to convert LMC spaces to reading-rich areas that attract students</li> <li>• researches and reads literature on collection development, such as AASL’s Collection Development for the School Library Media Program: A Beginners Guide</li> <li>• invites public and academic librarians to speak with students on a variety of topics</li> <li>• reads library and technology journals for technology and social media tips</li> </ul>

<p><b>Accomplished:</b> The school Library Media Specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist sometimes considers changes necessary to ensure that future needs are met for a growing dynamic program.</p>	<ul style="list-style-type: none"><li>• sets up alerts or RSS feeds for articles about teaching and technology</li><li>• subscribes to technology magazines</li><li>• keeps abreast of learning theory research (e.g., right/left brain theory)</li><li>• converts LMC data into goals and uses the information to continuously improve the school library program</li><li>• ties LMC collection policy to library, school, and district strategic plans – especially their missions, vision statements and goals</li><li>• lobbies for a strategic library plan and makes sure the school library is part of the district strategic plan</li><li>• ensures LMC mission and vision statements are tied to the school and district missions and vision statements</li><li>• creates a study in the building to determine what teachers and students think about how the school library supports their learning</li><li>• studies a variety of strategic plan formats before choosing one for the library; considers creating an e-version of the plan</li><li>• examines other school websites to garner ideas for the library and searches for social-media and Web 2.0 links to add</li><li>• plans and assesses the school library program using KDE’s “Library Media Program Rubric” from <i>Beyond Proficiency @ your library</i></li></ul>
<p><b>4B - Maintaining Accurate Records</b></p> <ul style="list-style-type: none"><li>• Catalog</li><li>• Circulation</li><li>• Statistics</li><li>• Inventory</li><li>• Using Data</li></ul> <p><b>Accomplished:</b> The school Library Media Specialist maintains accurate, fairly current, and accessible records including: a current catalog of resources; circulation records; an inventory of equipment; and statistics of library use. These records are reported at the end of the year.</p>	<ul style="list-style-type: none"><li>• participates on school-wide committees that use data-driven decision making for planning and setting goals (i.e., budget proposals, collection development goals)</li><li>• uses Web 2.0 tools, such as electronic calendars and other individual assistance tracking tools, to collect evidence of practice</li><li>• schedules periodic meetings with principal (at the end of grading periods) and superintendent (at the end of the semester), and submits periodic reports in multiple formats</li><li>• determines the extent to which collaboration improves student learning; documents findings</li><li>• uses the results of library program evaluations, such as surveys, to plan future initiatives</li><li>• bases library program goals on the data collected about impact on student learning</li><li>• shares evidence of student learning in the library with principal on a regular basis via reports, e-mails, and anecdotes</li><li>• uses the results of LMC inventory as supporting evidence for budget requests</li><li>• takes advantage of library automation software module that includes a barcode inventory procedure and has student volunteers help with inventory</li><li>• creates links on library webpage to public library and academic catalogs in the area</li><li>• uses bookmarking (e.g., LiveBinders, Diigo, Delicious, Weave) and digital portfolio tools (e.g., Evernote, WordPress) to organize new information and resources, and pushes the new knowledge to the librarian’s personal learning network</li><li>• bases professional practice and decision-making on the best evidence in the library literature, the evidence collected locally, and professional judgment</li><li>• ties professional development plan and personal learning network activities to the program goals of the library and district</li></ul>

<p><b>4C - Communicating with School Staff and Community</b></p> <ul style="list-style-type: none"> <li>• Information about the library program</li> <li>• Advocacy</li> </ul> <p><b>Accomplished:</b> The school Library Media Specialist communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.</p>	<ul style="list-style-type: none"> <li>• invites principal or assistant principal to serve on LMC diverse and collaborative school library program planning team</li> <li>• uses resources, such as the AASL’s School Library Program Health and Wellness Toolkit, to build stakeholder support and true advocacy for the program</li> <li>• arranges for students to communicate their work to an audience of parents and school staff</li> <li>• collects student input via student response systems (SRS) or cell-phone polls during lessons</li> <li>• adds library news to school district mailings</li> <li>• asks to be included in teachers’ newsletters that are sent home to parents</li> <li>• researches how reading strategies help students understand database-retrieved articles</li> <li>• communicates with the parents of students by making introductory calls over the course of the school year</li> <li>• holds open houses and hosts parent-teacher conferences</li> <li>• shares reading recommendations on OPAC and website with Web 2.0 tools, and adds a reading-review system to provide interactivity (e.g., Bookshelf, ChiliFresh)</li> <li>• asks for column space in the school newspaper that is sent home with students</li> <li>• pushes technology website links and articles to teachers</li> <li>• shares the AASL Common Core crosswalks with teachers and administrators, and talks to them about application of standards across all curriculum areas</li> <li>• shares a research calculator product with teachers so they can help their students organize their process and product (e.g. College Research Project Calculators, such as INFOhio Ask, Act, Achieve and the University of Maryland’s TRAC)</li> <li>• communicates with students and teachers about quick, nontraditional summative assessment methods in e-formats such as creating book trailers</li> <li>• uses participatory action research, with the help of the library advisory committee, to collect evidence that the library impacts learning</li> <li>• leads library advisory committee’s efforts to obtain additional dollars through fundraisers</li> <li>• convinces parent-teacher organization to support the library by distributing reading is fundamental trade books or sharing book fair earnings</li> <li>• shares reading lists by posting them on LMC interactive 24-7 library website</li> <li>• promotes reading information generated by school library OPAC and highlights the feature that reveals the most popular materials checked out by fellow students</li> <li>• shares with parents information about resources their children might need, such as audio versions of novels their children are struggling to read in print or “sick kid” kits with extended checkout</li> <li>• uses a free online learning-management system (e.g., moodle, sakai) to push library information to students and parents</li> <li>• shares data collection methods with other teachers one-to-one or in a staff development environment by showing them how to collect data from blogs, tablet computers, and online testing</li> <li>• uses library website to roll out new information and makes the site interactive by including social-media tools</li> </ul>
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	<ul style="list-style-type: none"><li>• invites building parent-teacher organization members to be in “friends of the library” group based on their interest in reading initiatives and event-planning skills</li><li>• shares library program goals with parents and encourages PTO members to participate in the library as volunteers or library advisory committee members, depending on their qualifications and interests</li><li>• uses the members of the library advisory committee to provide input on library policies and solicits opinions from their stakeholder groups, including faculty, administration, students, volunteers, parent-teacher organizations, parents, and the community</li><li>• contributes to feature articles in school newsletter, local newspaper, and state’s school library association publication</li></ul>
<p><b>4D - Participating in a Professional Community</b></p> <ul style="list-style-type: none"><li>• Service to the School</li><li>• Participation in school and district projects</li><li>• Involvement in a culture of professional inquiry</li><li>• Relationship with colleagues</li></ul> <p><b>Accomplished:</b> School Library Media Specialist contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues.</p>	<ul style="list-style-type: none"><li>• participates on school-wide committees that use data-driven decision making for planning and setting goals</li><li>• joins district-wide committees such as technology and rti (response to intervention)</li><li>• requests to be on SBDM agenda to share student products, programs, promotions, etc.</li><li>• Requests to be on department/team/grade level meeting agendas (weekly, biweekly, monthly) and joins school-wide committees such as technology, professional development, and curriculum</li><li>• attends school activities, such as the science fair, quiz bowl, and drama club, or leads school activities, such as a book club or technology club</li><li>• conducts promotional events at the local, state, and national levels, as well as participates in summer reading programs in the district and with public libraries</li><li>• adds technology blogs to PLN (Personal Learning Network)</li><li>• participates in national, regional, and state school library association workshops on methods of collecting evidence of practice</li><li>• shares LMC reconsideration policy with teachers and students to create a community of understanding about censorship</li><li>• keeps up to date with the cutting-edge instructional strategies, including teaching, assessment and emerging technologies, in order to provide input at committee meetings</li><li>• joins the national college and career readiness movement to make sure students are ready to transition.</li><li>• offers homework help programs, such as technology instruction for parents, and family literacy nights in the library</li><li>• builds a virtual personal learning network (PLN) as a structure to organize professional development and includes blogs by library professional, other professional learning networks, webinars, tutorials, and social media</li><li>• offers quick one-on-one technology or inquiry-learning sessions after school or during planning periods; creates sign-up sheets with available time slots and posts it on LMC website</li><li>• joins a school team or committee whose purpose is to research a new initiative, such as one-on-one technology, college and career readiness, bringing personal devices (BYOD), or sustained silent reading (SSR), because the librarian’s work is that of the whole school</li><li>• volunteers to be a member of building or district-wide Response to Intervention (RTI) team to help improve student learning</li></ul>

<p><b>4E - Growing and Developing Professionally</b></p> <ul style="list-style-type: none"><li>• Enhancement of professional knowledge</li><li>• Receptivity to feedback from colleagues</li><li>• Service to the profession</li></ul> <p><b>Accomplished:</b> School Library Media Specialist seeks out opportunities for professional development to enhance professional practice. School Library Media Specialist welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. School Library Media Specialist participates actively in assisting other educators.</p>	<ul style="list-style-type: none"><li>• attends chamber of commerce meetings and seeks out sponsors in the business community</li><li>• joins the parent-teacher organization, the friends group of the local public library, local museum groups, and other nonprofit organizations, and includes their expertise in LMC lessons</li><li>• visits a variety of libraries to get ideas on floor plans that support the “learning commons” concept</li><li>• presents professional learning to teachers on sources of free e-books, and promotes e-books in school and public library catalogs</li><li>• attends public library or other local tech training opportunities</li><li>• subscribes to top professional library journals, such as <i>Knowledge Quest</i>, <i>School Library Journal</i>, <i>School Library Monthly</i>, <i>Library Media Connection</i>, and <i>Teacher Librarian</i>, and puts reading articles on a weekly to-do list</li><li>• gets on the agendas of teachers’ meetings, department meetings, curriculum meetings, and board of education meetings to share new learning from conference sessions and other professional development venues</li><li>• stretches professional skills by teaching Post-Secondary Education Option (PSEO) classes, adult education sessions, community college courses, and four-year college courses</li><li>• considers becoming a National Board Certified Teacher (NBCT) in K-12 Library Media/Early Childhood through Young Adulthood, the highest certification school librarians can attain</li><li>• publishes articles in national school library journals such as <i>Knowledge Quest</i>, an AASL publication for school library professionals</li><li>• uses love of reading and learning to stay abreast of current research and issues in the field of librarianship, such as formative assessment strategies, social-media learning tools, and one-on-one digital devices for students</li><li>• gathers input from stakeholders via electronic surveys and other data collection systems, and uses the input to inform decision-making about library policies</li><li>• develops instructional leadership by attending department, curriculum, standards, strategic planning, intervention, and technology meetings</li><li>• requests to be placed on the parent-teacher organization agenda and makes presentations about events and celebrations, such as School Library Month, and about the Reading is Fundamental (RIF) initiative</li></ul>
<p><b>4F - Collection Development and Maintenance</b></p> <ul style="list-style-type: none"><li>• Assessment</li><li>• Selection/Weeding</li></ul> <p><b>Accomplished:</b> School Library Media Specialist regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.</p>	<ul style="list-style-type: none"><li>• consults with students about collection processes</li><li>• utilizes vendor services such as collection mapping, age of collection reports, and reading level measurements</li><li>• polls students to learn their preferences before ordering new materials and motivates them by adding to the collection the latest popular series novels and nonfiction best sellers</li><li>• uses the collection-mapping tools provided in library automation software</li><li>• uses the inventory process to become acquainted with LMC collection, weeds, and notes areas to develop</li><li>• uses the reports section of library automation software to generate evidence such as curriculum mapping and materials used in the library</li><li>• sets up periodic meetings with information technology (IT) staff to make sure program goals are met</li></ul>



	<ul style="list-style-type: none"><li>• uses proven methods such as CREW and MUSTIE to guide weeding and teaches weeding criteria to library staff so they can help</li></ul>
<p><b>4G - Managing the Library Budget</b></p> <ul style="list-style-type: none"><li>• Data driven decisions</li><li>• Budget development</li><li>• Record keeping</li></ul> <p><b>Accomplished:</b> School Library Media Specialist develops budget proposals necessary for a comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records.</p>	<ul style="list-style-type: none"><li>• communicates with a variety of vendors to get competitive pricing and takes advantage of trial periods offered by e-database publishers</li><li>• maintains collaborative relations with vendors to take advantage of best prices and complimentary services</li><li>• includes library funding needs in the action plans aligned with program goals</li><li>• ties budget requests, especially increases or special funding, to the LMC strategic plan</li><li>• ties budget requests to LMC mission and goals, describes how budget items will improve learning, puts the facts in reports and spreadsheets, and disseminates them</li><li>• shares with other libraries the cost of author/speaker visits</li><li>• meets periodically with IT staff to discuss purchases, certificates of training, and emerging technologies</li><li>• writes a grant to purchase student response systems (SRS or “clickers”) to use in the library</li><li>• uses data-driven, decision-making to inform LMC program planning, uses evidence such as demographics, test results, state standards, and library automation software statistics</li><li>• researches state studies of school libraries, finds published evidence that supports how librarians impact student learning, and uses it in annual budget proposal</li><li>• provides evidence of learning improvements to budget meetings, and involves student and parent advocates.</li><li>• ties budget requests with improving learning</li><li>• seeks ways to improve budget to level recommended in <i>Beyond Proficiency @ your library</i> (KDE’s guidelines for effective library media programs)</li></ul>
<p><b>4H - Managing Personnel</b></p> <ul style="list-style-type: none"><li>• Motivating leadership</li><li>• Delegating responsibility</li><li>• Training</li><li>• Supervision</li></ul> <p><b>Accomplished:</b> School Library Media Specialist effectively delegates responsibility and provides training, and the necessary supervision and support. Using district evaluation tools, School Library Media Specialist objectively evaluates support staff.</p>	<ul style="list-style-type: none"><li>• asks parents to volunteer to participate in library story hours and other library events</li><li>• uses an online open-source learning management system (e.g., Moodle, Sakai) to develop a blended class for student volunteers; provides resources and lessons, and includes their library duties as performance-based evaluation</li><li>• invites people from all stakeholder groups – including parents, administration, teachers, students, and the community – to volunteer in the library</li><li>• uses information found in research articles to drive the creation of library job descriptions</li><li>• provides each volunteer an orientation program and handbook so that all members of the library team know their duties and understand the school library program standards</li></ul>

**4I - Professional ethics**

- Library Bill of Rights
- Copyright law
- Ethical use of information
- Intellectual freedom
- Privacy
- Confidentiality

**Accomplished:** School Library Media Specialist is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the Library Bill of Rights and the American Library Association’s Code of Ethics. (See addendums A, B and C).

- addresses the concepts of censorship and plagiarism within the context of collaborative lessons and applies the concepts to student-generated products
- reviews netiquette, Internet safety, and ethical use of online social-media tools (e.g. Facebook, Twitter, and Skype)
- includes ethical policies on library website, social media page, and learning-management system
- asks principal and technology teachers to address students about plagiarism
- explains fair use with regard to illustrations and other non-print materials
- explains the concept of digital citizenry to students
- creates posters, displays, and lessons to remind staff and students that resources in all formats-including printed text, oral and electronic resources, slides and visuals-need to be cited
- asks students on the newspaper staff to help poll the student body on issues
- arranges with administrators for opportunities to educate teachers, students, and parents about ethical and acceptable use policies
- implements library events such as Banned Websites Awareness Day, Banned Books Week, and Choose Privacy Week to support the concepts of intellectual freedom
- creates an intellectual-freedom policy as part of the LMC collection-development policy and posts it in the library, classroom, and cyberspace
- makes sure school personnel do not practice censorship by removing materials without going through the step-by-step reconsideration process established by the SBDM Council
- collaborates with IT department to set up a cyber-safety program for parents to inform them about netiquette, AUPs, and stranger-danger on the Internet

# TRIGG COUNTY PUBLIC SCHOOLS

## Library Media Specialist Self-Reflection and Professional Growth Template

<b>Library Media Specialist</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	

### Part A: Initial Reflection – Establishing Priority Growth Needs

<b>Component:</b>	<b>Self-Assessment:</b>				<b>Rationale:</b>
1A - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C- Supporting Instructional Goals	I	D	A	E	
1D - Demonstrating Knowledge and Use of Resources	I	D	A	E	
1E - Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F - Collaborating in the Design of Instructional Experiences	I	D	A	E	
2A- Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Library Procedures	I	D	A	E	
2D - Managing Student Behavior	I	D	A	E	
2E - Organizing Physical Space	I	D	A	E	
3A - Communicating Clearly and Accurately	I	D	A	E	
3B - Using Questioning and Research Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Assessment in Instruction (whole class, one-on-one and small group)	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	

4A - Reflecting on Practice	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with School Staff and Community	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F - Collection Development and Maintenance	I	D	A	E	
4G -Managing the Library Budget	I	D	A	E	
4H- Managing Personnel	I	D	A	E	
4I- Professional Ethics	I	D	A	E	

Domain:	Component: Circle Professional Growth Priority Components							Select a component from those circled for focused professional growth goal development (Part B):					
Planning & Preparation	1A	1B	1C	1D	1E	1F							
Library/Media Center Environment	2A	2B	2C	2D	2E								
Instruction/Delivery of Service	3A	3B	3C	3D	3E								
Professional Responsibilities	4A	4B	4C	4D	4E	4F	4G	4H	4I				
Current Level of Performance for Selected Component:													

## Part B: Connecting Priority Growth Needs to Professional Growth Planning

<b>Professional Growth Goal:</b> <ul style="list-style-type: none"> <li>What do I want to change that will effectively impact student learning?</li> <li>What is my personal learning necessary to make that change?</li> <li>What are the measures of success?</li> </ul>	(Create Professional Growth Goal here)
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Action Plan		
<b>Professional Learning</b> What do I want to change that will effectively impact student learning? What is my personal learning necessary to make that change?		
<b>Demonstrable:</b> <i>Identify the documentation intended to demonstrate your professional growth.</i>		
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		
<b>Strategies/Actions</b> What strategies/actions will I need to do in order to accomplish my goal?	<b>Resources/Support Needed</b> What resources will I need to complete my plan?	<b>Targeted Date of Completion</b> When will I complete each identified strategy/action?

Library Media Specialist Signature:	Date:
Administrator Signature:	Date:

### Part C: Summative Reflection- Level of Attainment for Professional Growth Goal

Library Media Specialist Comments (Optional)	Administrator (check one): <input type="checkbox"/> Reviewed <input type="checkbox"/> Achieved If the Professional Growth Plan is not achieved, please indicate what needs to be addressed in the future

**Next Steps:**

Library Media Specialist Signature:	Date:
Administrator Signature:	Date:

**Trigg County Public Schools**  
Library Media Specialist Pre-Observation Document

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<b>Library Media Specialist</b>	
<b>School</b>	
<b>Position</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

<b>Questions for Discussion:</b>	<b>Notes:</b>
Describe the types of activities and work that will be observed during the time scheduled for the observation	
Describe how the activities or work performed tie to the Specialist Framework for this position. (Identify the specific domain and components of the Specialist Frameworks for Other Professionals.)	
How and when will you know whether the objectives or targets for the work conducted have been successfully achieved?	
Is there anything specific that you would like me to observe during the workplace visit?	

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Library Media Specialist's Signature

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Evaluator's Signature

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Date

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Date

# Trigg County Public Schools

## Library Media Specialist Post Observation Document

<b>Library Media Specialist</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	
<b>Evaluator</b>	
<b>Date of Conference</b>	

**Optional: The following guiding questions may be used to reflect on the lesson that was observed**

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

<b>Domain 1 Planning and Preparation</b>	<b>Comments/Ratings:</b>



**Evaluator's Formative Observation Rating:**

<b>Domain 2: The Classroom Environment</b>	<b>Rating:</b>					<b>Domain 3: Instruction</b>	<b>Rating:</b>				
A: Creating an Environment of Respect and Rapport	I	D	A	E	NA	A: Communicating Clearly and Accurately	I	D	A	E	NA
B: Establishing a Culture for Learning	I	D	A	E	NA	B: Using Questioning and Research Techniques	I	D	A	E	NA
C: Managing Library Procedures	I	D	A	E	NA	C: Engaging Students in Learning	I	D	A	E	NA
D: Managing Student Behavior	I	D	A	E	NA	D: Using Assessment in Instruction	I	D	A	E	NA
E: Organizing Physical Space	I	D	A	E	NA	E: Demonstrating Flexibility	I	D	A	E	NA

<b>Domain 4 Professional Responsibilities</b>	<b>Comments/Ratings:</b>

\_\_\_\_\_  
Library Media Specialist's Signature

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\*Denotes sharing of results, not necessarily agreement with the formative rating

**Trigg County Schools**  
**Summative Data Collection Summary**  
**Library Media Specialist**

*This summarizes all the evaluation data including formative data, products, and performances, professional development activities, conferences and other documentation.*

Evalutee \_\_\_\_\_ Content Area/Grade \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Classroom Observation Information and/or Informal Observations:

Primary Mini: \_\_\_\_\_ Primary Mini: \_\_\_\_\_

Primary Full: \_\_\_\_\_

**STANDARDS/PERFORMANCE CRITERIA**

Ineffective (I)	Developing (D)	Accomplished (A)	Exemplary (E)
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**Domain 1: Planning and Preparation (I) \_\_\_\_ (D) \_\_\_\_ (A) \_\_\_\_ (E) \_\_\_\_**

1A-Demonstrating Knowledge of Content, Curriculum, and Process

1B-Demonstrating Knowledge of Students

1C-Supporting Instructional Goals

1D- Demonstrating Knowledge and Use Resources

1E-Demonstrating Knowledge of Literature and Lifelong Learning

1F-Collaborating in the Design of the Instructional Experience

Supporting Evidence:

Domain 2: The Library Environment (I) ____ (D) ____ (A) ____ (E) ____	
2A- Creating an Environment of Respect and Rapport	
2B- Establishing a Culture for Learning	
2C-Managing Library Procedures	
2D-Managing Student Behavior	
2E-Organizing Physical Space	
Supporting Evidence:	

**Domain 3: Instruction/Delivery of Service (I) \_\_\_\_\_ (D) \_\_\_\_\_ (A) \_\_\_\_\_ (E) \_\_\_\_\_**

3A-Communicating Clearly and Accurately	
3B- Using Questioning and Research Techniques	
3C-Engaging Students in Learning	
3D-Assessment in Instruction	
3E-Demonstrating Flexibility and Responsiveness	

Supporting Evidence:

Domain 4: Professional Responsibilities (I) ____ (D) ____ (A) ____ (E) ____	
4A-Reflecting on Practice	
4B-Maintaining Accurate	
4C-Communicating With School Staff and Community	
4D-Participating in a Professional Community	
4E-Growing and Developing Professionally	
4F-Collection Development and Maintenance	
4G- Managing the Library Budget	
4H- Managing Personnel	
4I – Professional Ethics	
Supporting Evidence:	

OVERALL RATING of PROFESSIONAL PRACTICE	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
Overall Performance Category	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
<b>Professional Growth Plan</b>				
Indicate the type of Professional Growth Plan the Library Media Specialist will have the following evaluation.				
<b>Professional Growth Plan and Length of Next Evaluation Cycle</b>				
<i>Length of Evaluation Cycle/ Professional Growth Plan</i>		<i>Description of Professional growth Plan</i>		
	Non-Tenured Library Media Specialist	One-year evaluation cycle and professional growth plan		
	Three-year Cycle/Self-Directed Growth Plan	Goals set by educator with evaluator input; plan activities are teacher directed and implemented with colleagues; formative review annually.)		
	One-Year Cycle/Directed Growth Plan	Goal determined by evaluator; goals focus on low performance or outcomes; plan activities designed by evaluator with educator input; formative review at mid-point of year; summative at the end of the plan.		
	Up to 12-Month Improvement Plan	Goal determined by evaluator; focus on low performance area(s); summative at the end of plan.		

Library Media Specialist's Comments:

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Evaluator's Comments:

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Library Media Specialist:

\_\_\_\_\_ Agree with this summative evaluation  
 \_\_\_\_\_ Disagree with this summative evaluation

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

Evaluator:

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

# With Specialist Frameworks for Other Professionals

## Therapeutic Specialists

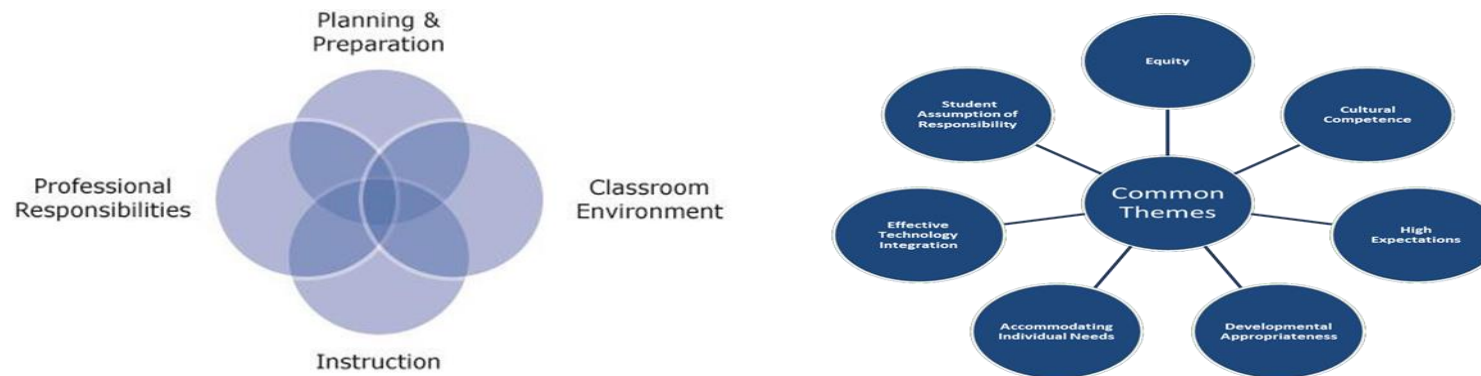
*Charlotte Danielson*

*(Adapted for Kentucky Department of Education)*

Including crosswalk documents connecting to national professional organizations for each category of Other Professionals.

**June 2015**

# FRAMEWORK FOR TEACHING DOMAINS & COMMON THEMES:



## INTRODUCTION:

The *Framework for Teaching* organizes the multiple measures that comprise Kentucky's Professional Growth and Effectiveness System (PGES). This framework is designed to support student achievement and professional best-practice through the domains of Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities. The *Framework* also includes many themes that run throughout the document. These themes include ideas such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. The Kentucky Teaching Standards, Kentucky Department of Education's Characteristics of Highly Effecting Teaching and Learning, along with research from many of the top educator appraisal specialists and researchers are the foundation for this system. The *Framework for Teaching* provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Teacher performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to know that the expected performance level is “Accomplished” which is bolded in the framework, but a good rule of thumb is that it is expected for a teacher to “live in Accomplished but occasionally visit Exemplary”. The summative rating will be a holistic representation of performance, combining data from multiple measures across each domain.

## Possible Samples of Evidence:

Following the specialists’ framework are samples of roles and responsibilities completed by Other Professionals in districts across Kentucky. Through statewide collaboration with teams of Other Professionals, administrators, and teacher leaders this sample list has been created.

These samples may or may not fit the expectations in every district. With discussion between the Other Professional and the supervisor, these possible Samples of Evidence may be observed during a workplace visit or discussed at a pre or post observation conference. The possible Samples of Evidence may serve as evidence in the self- reflection and professional growth plan to inform the educators overall Professional Practice rating.

A yearly review of the examples by the OPGES steering committee will be conducted. To submit possible additions of samples that model best practice of accomplished or exemplary indicators, [click here](#).



**Kentucky Framework for Teaching and Other Professionals Framework Crosswalk:**

Teacher Domains	Teacher Components	Other Professional Domains	<u>Instructional Specialists</u> Components
Planning and Preparation	<ul style="list-style-type: none"><li>• Knowledge of content and pedagogy</li><li>• Demonstrating knowledge of students</li><li>• Setting instructional outcomes</li><li>• Demonstrating knowledge of resources</li><li>• Designing coherent instruction</li><li>• Designing student assessments</li></ul>	Planning and Preparation	<ul style="list-style-type: none"><li>• Demonstrating knowledge of current trends in specialty area and professional development</li><li>• Demonstrating knowledge of the school’s program and levels of teacher skill in delivering that program</li><li>• Establishing goals for the instructional support program appropriate to the setting and the teachers served</li><li>• Demonstrating knowledge of resources both within and beyond the school and district</li><li>• Planning the instructional program integrated with the overall school program</li><li>• Developing a plan to evaluate the instructional support program</li></ul>
Classroom Environment	<ul style="list-style-type: none"><li>• Creating an environment of respect and rapport</li><li>• Establishing a culture of learning</li><li>• Managing classroom procedures</li><li>• Managing student behavior</li><li>• Organizing physical space</li></ul>	Environment	<ul style="list-style-type: none"><li>• Creating an environment of trust and respect</li><li>• Establishing a culture for ongoing instructional improvement</li><li>• Establishing clear procedures for teachers to gain access to the instructional support</li><li>• Establishing and maintaining norms of behavior for professional interactions</li><li>• Organizing physical space for workshops or training</li></ul>
Instruction	<ul style="list-style-type: none"><li>• Communicating with students</li><li>• Questioning and discussion techniques</li></ul>	Delivery of Service	<ul style="list-style-type: none"><li>• Collaborating with teachers in the design of instructional units and lessons</li></ul>

	<ul style="list-style-type: none"> <li>Engaging students in learning</li> <li>Using Assessment in instruction</li> <li>Demonstrating Flexibility and Responsiveness</li> </ul>		<ul style="list-style-type: none"> <li>Engaging teachers in learning new instructional skills</li> <li>Sharing expertise with staff</li> <li>Locating resources for teachers to support instructional improvement</li> <li>Demonstrating flexibility and responsiveness</li> </ul>
Professional Responsibilities	<ul style="list-style-type: none"> <li>Reflecting on teaching</li> <li>Maintaining accurate records</li> <li>Communicating with families</li> <li>Participating in a professional community</li> <li>Growing and developing professionally</li> <li>Showing professionalism</li> </ul>	Professional Responsibilities	<ul style="list-style-type: none"> <li>Reflecting on practice</li> <li>Preparing and submitting budgets and reports</li> <li>Coordinating work with other instructional specialists</li> <li>Participating in a professional community</li> <li>Engaging in professional development</li> <li>Showing professionalism including integrity and confidentiality</li> </ul>

Teacher Domains	Teacher Components	Other Professional Domains	<u>Therapeutic Specialists</u> Components
Planning and Preparation	<ul style="list-style-type: none"> <li><b>Knowledge of content and pedagogy</b></li> <li><b>Demonstrating knowledge of students</b></li> <li><b>Setting instructional outcomes</b></li> <li><b>Demonstrating knowledge of resources</b></li> <li><b>Designing coherent instruction</b></li> <li><b>Designing student assessments</b></li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license</li> <li>Establishing goals for the therapy program appropriate to the setting and the students served</li> <li>Demonstrating knowledge of District state and federal regulations and guidelines</li> <li>Demonstrating knowledge of resources both within and beyond the school and district</li> <li><i>Planning the therapy program integrated with the regular school program to meet the needs of individual students</i></li> <li>Developing a plan to evaluate the therapy program</li> </ul>

Classroom Environment	<ul style="list-style-type: none"><li>• Creating an environment of respect and rapport</li><li>• Establishing a culture of learning</li><li>• Managing classroom procedures</li><li>• Managing student behavior</li><li>• Organizing physical space</li></ul>	Environment	<ul style="list-style-type: none"><li>• Establishing rapport with students</li><li>• Organizing time effectively</li><li>• Establishing and maintaining clear procedures for referrals</li><li>• Establishing standards of conduct in the treatment center</li><li>• Organizing physical space for testing of students and providing therapy</li></ul>
Instruction	<ul style="list-style-type: none"><li>• Communicating with students</li><li>• Questioning and discussion techniques</li><li>• Engaging students in learning</li><li>• Using Assessment in instruction</li><li>• Demonstrating Flexibility and Responsiveness</li></ul>	Delivery of Service	<ul style="list-style-type: none"><li>• Responding to referrals and evaluating student needs</li><li>• Developing and implementing treatment plans to maximize student s success</li><li>• Communicating with families</li><li>• Collecting information; writing reports</li><li>• Demonstrating flexibility and responsiveness</li></ul>
Professional Responsibilities	<ul style="list-style-type: none"><li>• Reflecting on teaching</li><li>• Maintaining accurate records</li><li>• Communicating with families</li><li>• Participating in a professional community</li><li>• Growing and developing</li></ul>	Professional Responsibilities	<ul style="list-style-type: none"><li>• Reflecting on practice</li><li>• Collaborating with teachers and administrators</li><li>• Maintaining an effective data management system</li><li>• Participating in a professional community</li><li>• Engaging and professional development</li><li>• Showing professionalism including integrity advocacy and maintaining confidentiality</li></ul>

Teacher Domains	Teacher Components	Other Professional Domains	<u>School Psychologists</u> Components
Planning and Preparation	<ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>• Demonstrating knowledge and skill in using psychological instruments to evaluate students</li> <li>• Demonstrating knowledge of child and adolescent development and psychopathology</li> <li>• Establishing goals for the psychology program appropriate to the setting and the students served</li> <li>• Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district</li> <li>• Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention</li> <li>• Developing a plan to evaluate the psychology program</li> </ul>
Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• Establishing rapport with students</li> <li>• Establishing a culture for positive mental health throughout the school</li> <li>• Establishing and maintaining clear procedures for referrals</li> <li>• Establishing standards of conduct in the testing center</li> <li>• Organizing physical space for testing the students and storage of materials</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> <li>• Engaging students in learning</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Responding to referrals consulting with teachers and administrators</li> </ul>

	<ul style="list-style-type: none"> <li>• Using Assessment in instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>		<ul style="list-style-type: none"> <li>• Evaluating student needs and compliance with national Association of school psychologists NASP guidelines</li> <li>• Chairing evaluation team</li> <li>• Planning interventions to maximize student’s likelihood of success</li> <li>• Maintaining contact with physicians and community mental health service providers</li> <li>• Demonstrating flexibility and responsiveness</li> </ul>
Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on teaching</li> <li>• Maintaining accurate records</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Growing and developing</li> </ul>	Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on practice</li> <li>• Communicating with families</li> <li>• Maintaining accurate records</li> <li>• Participating in a professional community</li> <li>• Engaging in professional development</li> <li>• Showing professionalism</li> </ul>

Teacher Domains	Teacher Components	Other Professional Domains	<u>School Counselors/Social Workers Components</u>
Planning and Preparation	<ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>• Demonstrating knowledge of counseling theory and techniques</li> <li>• Demonstrating knowledge of child and adolescent development</li> <li>• Establishing goals for the counseling program appropriate to the setting and the students served</li> <li>• Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</li> </ul>

			<ul style="list-style-type: none"><li>• Plan in the counseling program integrated with the regular school program</li><li>• Developing a plan to evaluate the counseling program</li></ul>
Classroom Environment	<ul style="list-style-type: none"><li>• Creating an environment of respect and rapport</li><li>• Establishing a culture of learning</li><li>• Managing classroom procedures</li><li>• Managing student behavior</li><li>• Organizing physical space</li></ul>	Environment	<ul style="list-style-type: none"><li>• creating an environment of respect and rapport</li><li>• Establishing a culture for productive communication</li><li>• Managing routines and procedures</li><li>• Establishing standards of conduct and contributing to the culture for student behavior throughout the school</li><li>• Organizing physical space</li></ul>
Instruction	<ul style="list-style-type: none"><li>• Communicating with students</li><li>• Questioning and discussion techniques</li><li>• Engaging students in learning</li><li>• Using Assessment in instruction</li><li>• Demonstrating Flexibility and Responsiveness</li></ul>	Delivery of Service	<ul style="list-style-type: none"><li>• Assessing student needs</li><li>• Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs</li><li>• Using counseling techniques in individual and classroom programs</li><li>• Brokering resources to meet needs</li><li>• Demonstrating flexibility and responsiveness</li></ul>
Professional Responsibilities	<ul style="list-style-type: none"><li>• Reflecting on teaching</li><li>• Maintaining accurate records</li><li>• Communicating with families</li><li>• Participating in a professional community</li><li>• Growing and developing</li></ul>	Professional Responsibilities	<ul style="list-style-type: none"><li>• Reflecting on practice</li><li>• Maintaining records and submitting them in a timely fashion</li><li>• Communicating with families</li><li>• Participating in a professional community</li><li>• Engaging in professional development</li><li>• Showing professionalism</li></ul>

Teacher Domains	Teacher Components	Other Professional Domains	Library Media Specialists Components	
Planning and Preparation	<ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>• Demonstrating Knowledge of Content Curriculum and Process</li> <li>• Knowledge of curriculum</li> <li>• Knowledge of information, media, and digital literacy</li> <li>• Knowledge of the research process</li> <li>• Demonstrating Knowledge of Students</li> <li>• Knowledge of child and adolescent development</li> <li>• Knowledge of the learning process</li> <li>• Knowledge of students' skills and knowledge and language proficiency</li> <li>• Knowledge of students' interests and cultural heritage</li> <li>• Knowledge of students' special needs</li> <li>• Supporting Instructional Goals</li> <li>• Instructional resources and technology</li> <li>• Instructional services</li> <li>• Demonstrating Knowledge and Use of Resources</li> <li>• Instructional materials and resources</li> <li>• Search strategies</li> <li>• Demonstrating a Knowledge of Literature and Lifelong Learning</li> <li>• Children's and young adult literature</li> <li>• Reading promotion</li> <li>• Collaborating in the Design of Instructional Experiences</li> </ul>	

			<ul style="list-style-type: none"> <li>• Collaborative skills</li> <li>• Instructional materials and resources</li> <li>• Research process</li> <li>• Information, media, digital and technology literacy</li> </ul>	
Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Interpersonal relations</li> <li>• Student interactions</li> <li>• Staff interactions</li> <li>• Establishing a Culture for Learning</li> <li>• Ethos</li> <li>• Expectations for learning</li> <li>• Managing Library Procedures</li> <li>• Circulation procedures</li> <li>• Scheduling procedures</li> <li>• Managing student behavior</li> <li>• Expectations</li> <li>• Monitoring of student behavior</li> <li>• Response to misbehavior</li> <li>• Organizing physical space</li> <li>• Safety</li> <li>• Traffic flow</li> <li>• Self-directed use</li> <li>• Consideration of functions</li> <li>• Flexibility</li> </ul>	
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using Assessment in instruction</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Communicating Clearly and Accurately</li> <li>• Directions and procedures</li> <li>• Use of different methods</li> </ul>	



	<ul style="list-style-type: none"><li>• Demonstrating Flexibility and Responsiveness</li></ul>		<ul style="list-style-type: none"><li>• Using Questioning and Research Techniques</li><li>• Quality of questions</li><li>• Research techniques</li><li>• Student inquiry</li><li>• Engaging Students in Learning</li><li>• Instructional materials and resources</li><li>• Expectations for students</li><li>• Assessment in Instruction (whole class, one-on-one and small group)</li><li>• Assessment criteria</li><li>• Monitoring of student learning</li><li>• Quality feedback</li><li>• Student self-assessment and monitoring of progress</li><li>• Demonstrating Flexibility and Responsiveness</li><li>• Teaching strategies</li><li>• Lesson adjustments</li><li>• Response to students</li><li>• Persistence</li></ul>	
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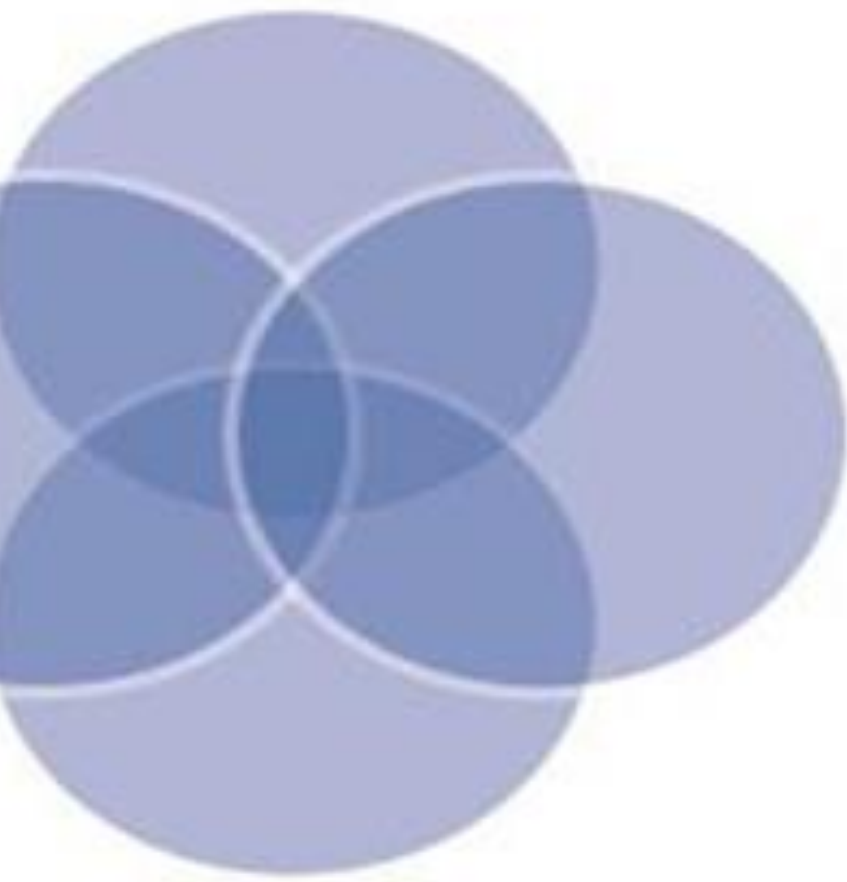
Professional Responsibilities	<ul style="list-style-type: none"><li>• Reflecting on teaching</li><li>• Maintaining accurate records</li><li>• Communicating with families</li><li>• Participating in a professional community</li><li>• Growing and developing</li></ul>	Professional Responsibilities	<ul style="list-style-type: none"><li>• Reflecting on Practice</li><li>• Reflection</li><li>• Vision</li><li>• Change</li><li>• Maintaining Accurate Records</li><li>• Catalog</li><li>• Circulation</li><li>• Statistics</li><li>• Inventory</li><li>• Using Data</li><li>• Communicating with School Staff and Community</li><li>• Information about the library program</li><li>• Advocacy</li><li>• Participating in a Professional Community</li><li>• Service to the School</li><li>• Participation in school and district projects</li><li>• Involvement in a culture of professional inquiry</li><li>• Relationship with colleagues</li><li>• Growing and Developing Professionally</li><li>• Enhancement of professional knowledge</li><li>• Receptivity to feedback from colleagues</li><li>• Service to the profession</li><li>• Collection Development and Maintenance</li><li>• Assessment</li><li>• Selection/ Weeding</li><li>• Managing the Library Budget</li><li>• Data driven decisions</li><li>• Budget development</li><li>• Record keeping</li></ul>
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			<ul style="list-style-type: none"><li>• Managing Personnel</li><li>• Motivating leadership</li><li>• Delegating responsibility</li><li>• Training</li><li>• Supervision</li><li>• Evaluation</li><li>• Professional ethics</li><li>• Library Bill of Rights</li><li>• Copyright law</li><li>• Ethical use of information</li><li>• Intellectual freedom</li><li>• Privacy</li><li>• Confidentiality</li></ul>	
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# Common Language

Domain 1: Planning & Preparation				
1A - Knowledge of Content and Pedagogy	Component	Performance Level		
	<p>Learning, accomplished teachers have command of the subject matter they teach. They understand the internal relationships among concepts and skills in the discipline, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.</p>	<p>Learning, accomplished teachers have command of the subject matter they teach. They understand the internal relationships among concepts and skills in the discipline, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.</p>		
	Domain	Performance Level		
<ul style="list-style-type: none"> <li>Knowledge of Content and the Structure of the Discipline</li> <li>Knowledge of Prerequisite Relationships</li> <li>Knowledge of Content-Related Pedagogy</li> </ul>	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> <li>In planning and practice, teacher makes content errors or does not correct errors made by students.</li> <li>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</li> <li>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</li> <li>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</li> <li>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</li> <li>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate to one another.</li> <li>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</li> </ul>

Planning &  
Preparation



Instruction

**Delivery of Service**

Professional  
Responsibilities

Classroom  
Environment

# OPGES frameworks

## Domain 1: Planning & Preparation – Therapeutic Specialists

<b>IA -</b> Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist demonstrates little of no knowledge and skill in the therapy area: does not hold the necessary certification or license.	Specialist demonstrates basic knowledge and skill in the therapy area: holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area: holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area: holds an advanced certificate or license.

<b>IB -</b> Establishing goals for the therapy program appropriate to the setting and the students served				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for therapy program are rudimentary and are partially suitable to the situation and to the age of students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.

Domain 1: Planning & Preparation – Therapeutic Specialists

<b>IC-</b> Demonstrating knowledge of District state and federal regulations and guidelines				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedure.	Specialist’s knowledge of special education laws and procedures is extensive: specialist takes a leadership role in reviewing and revising district policies.
<b>ID -</b> Demonstrating knowledge of resources both within and beyond the school and district				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Specialist demonstrates little or no knowledge of resources for students available through the school district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
<b>IE-</b> Planning the therapy program integrated with the regular school program to meet the needs of individual students				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist’s is highly coherent and preventive and serves to support students individually, within the broader educational program.

<i><b>1F -</b></i> Developing a				
	<i><b>Ineffective</b></i>	<i><b>Developing</b></i>	<i><b>Accomplished</b></i>	<i><b>Exemplary</b></i>
	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.



## Domain 2: The Environment – Therapeutic specialists

<b>2A</b> – Establishing rapport with students				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Specialist’s interactions with students are negative or inappropriate: students appear uncomfortable in the testing and treatment center.	Specialist’s interactions are a mix of positive and negative: the specialist’s efforts at developing rapport are partially successful.	Specialist’s interactions with students are positive and respectful: students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
<b>2B</b> - Organizing time effectively				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist’s time-management skills are moderately well developed: essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time- management skills, accomplishing all tasks in a seamless manner: teachers and students understand their schedules.
<b>2C</b> - Establishing and maintaining clear procedures for referrals				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	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.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

Domain 2: The Environment – Therapeutic specialists

<b>2D</b> - Establishing standards of conduct in the treatment center				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist’s attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards: response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist’s monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

<b>2E</b> - Organizing physical space for testing of students and providing therapy				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	The testing and treatments 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.

## Domain 3: Delivery of Service – Therapeutic Specialists

<b>3A -</b> Responding to referrals and evaluating student needs				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Specialist fails to respond to referrals or makes hasty assessments of student's needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and, makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student's needs.

<b>3B -</b> Developing and implementing treatment plans to maximize student s success				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.

<b>3C -</b> Communicating with families				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful: permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.

Domain 3: Delivery of Service – Therapeutic Specialists

<b>3D -</b> Collecting information; writing reports				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Specialist neglects to collect important information on which to base treatment plans: reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans: reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans: reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary: reports are accurate and clearly written and are tailored for the audience.

<b>3E -</b> Demonstrating flexibility and responsiveness				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in responses to student, parent, or teacher input.

## Domain 4: Professional Responsibilities – Therapeutic Specialists

<b>4A</b> - Reflecting on practice				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.

<b>4B-</b> Collaborating with teachers and administrators				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	<b>Specialist initiates contact with teachers and administrators to confer regarding individual cases.</b>	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.

<b>4C</b> - Maintaining an effective data management system				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Specialist's data-management system is either nonexistent or in disarray: it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.

Domain 4: Professional Responsibilities – Therapeutic Specialists

<b>4D - Participating in a professional community</b>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.

<b>4E - Engaging and professional development</b>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

<b>4F - Showing professionalism including integrity advocacy and maintaining confidentiality</b>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking leadership role with colleagues.

### Possible samples of evidence

This document contains samples of roles and responsibilities completed by Speech Pathologists in Kentucky. Through collaboration with teams of Other Professionals, administrators, and teacher leaders, this sample list has been created.

These samples may or may not fit the expectations in a district. With discussion between the Other Professional and the supervisor, these possible Samples of Evidence may be observed during a workplace visit or discussed at a pre or post observation conference. These possible Samples of Evidence may serve as evidence in the self- reflection, professional growth plan, and to inform the educators overall Professional Practice rating.

A yearly review of the examples by the OPGES steering committee will be conducted. To submit possible additions of samples that fit best practice of accomplished or exemplary indicators, [click here](#).

### Speech Pathologist -possible samples of evidence.

Domain 1: Planning & Preparation – Therapeutic Specialists – Speech Language Pathologists. <i>Adapted from PACE guide for SLPs</i>	
Component	Samples of Evidences that may be evident during observation visit.
<b>IA - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license</b>  <b>Accomplished:</b> Specialist demonstrates thorough knowledge and skill in the therapy area: holds the necessary certificate or license	<ul style="list-style-type: none"><li>• holds necessary state therapy licenses and a master’s degree</li><li>• completes CEU’s or advanced degree</li><li>• works across all ability levels and provide services for a range of disorders, as appropriate for the setting</li><li>• completes and provide in-services (i.e., complete professional development)</li><li>• demonstrates competence in oral and written communication</li><li>• follows risk management procedures</li></ul>
<b>IB - Establishing goals for the therapy program appropriate to the setting and the students served</b>  <b>Accomplished:</b> Specialist’s goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students	<ul style="list-style-type: none"><li>• establishes goals and a process for the evaluation or eligibility process</li><li>• attends PD to improve Therapy practice</li><li>• develops IEP goals/ IFSP goals and other measurable goals based on observations, evaluations, and individual need</li><li>• uses KEG &amp; ARC</li></ul>
<b>IC- Demonstrating knowledge of District state and federal regulations and guidelines</b>  <b>Accomplished:</b> Specialist demonstrates thorough knowledge of special education laws and procedure	<ul style="list-style-type: none"><li>• follows due process timelines</li><li>• explains evaluation, eligibility, and IEP content clearly, using language that parents and other team members understand</li><li>• explains how speech and language goals relate to student success with the curriculum</li><li>• develops understandable and measurable goals</li></ul>

	<ul style="list-style-type: none"><li>• responds appropriately to questions and comments of other team members</li><li>• deals appropriately with conflicts that may occur during a meeting</li><li>• provides evidence that parent(s) and other team members were involved in creating IEP content</li><li>• explains how IEP goals are related to the present educational levels</li><li>• accurately bills Medicaid and complete other compliance requirements</li><li>• completes documentation within a specific timeline using appropriate forms</li><li>• contributes appropriate information to transition plans</li><li>• solicits feedback from parents, teachers, and students about documentation and compliance via checklists and surveys</li><li>• maintains confidentiality and adhere to IDEA, Section 504, FERPA, and HIPAA regulations</li><li>• solicits contribution from all team members, parents and teachers as appropriate</li><li>• provides documentation as evidence that contributes to the eligibility determination</li></ul>
<p><b>ID -Demonstrating knowledge of resources both within and beyond the school and district</b></p> <p><b>Accomplished:</b> Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.</p>	<ul style="list-style-type: none"><li>• collects data collection/ progress inventorying</li><li>• collaborates with colleagues across disciplines</li><li>• seeks input on program from other schools. Colleagues, and community shareholders.</li><li>• advocates for appropriate services for the students</li></ul>
<p><b>1E- Planning the therapy program integrated with the regular school program to meet the needs of individual students</b></p> <p><b>Accomplished:</b> Specialist has developed a plan that includes the important aspects of work in the setting</p>	<ul style="list-style-type: none"><li>• aligns goals with common core standards</li><li>• develops and execute appropriate therapy plans</li><li>• demonstrates knowledge and skills necessary for providing or facilitating treatment for children from culturally and linguistically different backgrounds</li></ul>
<p><b>IF - Developing a plan to evaluate the therapy program</b></p> <p><b>Accomplished:</b> 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</p>	<ul style="list-style-type: none"><li>• evaluates student progress through various means and plan to adjust/modify program to improve outcomes.</li></ul>



Domain 2: Environment - Therapeutic Specialists	
Component	Samples of evidences that may be evident during observation visit.
<p><b>2A – Establishing rapport with students</b>  <b>Accomplished:</b> Specialist’s interactions with students are positive and respectful: students appear comfortable in the testing and treatment center.</p> <p><b>Accomplished:</b> Specialist’s interactions with students are positive and respectful: students appear comfortable in the testing and treatment center.</p>	<ul style="list-style-type: none"> <li>• establishes good rapport</li> <li>• offers praise and compliments to students</li> <li>• engages students in the session’s activities</li> <li>• provides accurate and appropriate feedback to students individually</li> <li>• implements activities that promote progress on each student’s specific IEP goals</li> <li>• exhibits good behavior management skills</li> <li>• uses the allocated time efficiently and effectively</li> <li>• fosters a positive interaction with students</li> <li>• provides each student with an opportunity for a significant number of responses</li> <li>• includes curricular objectives or materials in the session</li> <li>• develops and execute appropriate therapy plans</li> <li>• demonstrates knowledge and skills necessary for providing or facilitating treatment for children from culturally and linguistically different backgrounds</li> <li>• advocates for appropriate services for the students</li> <li>• documents the nature of services and evidence of progress</li> <li>• changes the activities, feedback, or direction of the session when a student is not understanding or able to demonstrate success with the session goal</li> <li>• develops activities that promote progress on students’ specific IEP goals</li> </ul>
<p><b>2B - Organizing time effectively</b></p> <p><b>Accomplished:</b> Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner</p>	<ul style="list-style-type: none"> <li>• works with classroom schedules</li> <li>• travels between schools/ homes plans accordingly</li> <li>• adheres to set schedules</li> </ul>
<p><b>2C - Establishing and maintaining clear procedures for referrals</b>  <b>Accomplished:</b> Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.</p>	<ul style="list-style-type: none"> <li>• knows and maintains the RTI process</li> <li>• participates in ARC committee with educators and parents</li> </ul>

<b>2D - Establishing standards of conduct in the treatment center</b>  <b>Accomplished:</b> Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards: response to students is appropriate and respectful	<ul style="list-style-type: none"><li>• establishes clear expectations of routine</li><li>• uses behavior charts</li><li>• uses behavior management system for resource setting</li><li>• follows co-teaching classroom behavior management system and/or modifies to adapt for specific student needs.</li></ul>
<b>2E - Organizing physical space for testing of students and providing therapy</b>  <b>Accomplished:</b> The testing and treatment center is well organized: materials are available when needed.	<ul style="list-style-type: none"><li>• organizes work space materials and equipment</li><li>• organizes system for student files</li></ul>

Domain 3: Delivery of Service – Therapeutic Specialists	
Component	Samples of evidences that may be evident during observation visit.
<b>3A - Responding to referrals and evaluating student needs</b>  <b>Accomplished:</b> Specialist responds to referrals and, makes thorough assessments of student needs	<ul style="list-style-type: none"><li>• completes documentation of ARC meetings</li><li>• completes documentation of triangulation of data</li><li>• completes screenings as requested by parents/ teachers</li><li>• plans through evaluation based on referral information</li><li>• solicits feedback from parents, teachers, and students about documentation and compliance via checklists and surveys</li><li>• gather case history information</li><li>• uses appropriate formal and informal assessment tools</li><li>• reports assessment findings in a timely manner</li><li>• develops appropriate evaluation reports</li><li>• observes informal and formal testing using a variety of assessment strategies</li><li>• analyzes and interprets test results to make appropriate recommendations</li><li>• creates schedules that reflect assessments to be conducted at designated times (i.e., scheduling blocks)</li><li>• demonstrates knowledge and skills necessary for providing or facilitating assessment of children from culturally and linguistically different backgrounds</li></ul>

<p><b>3B - Developing and implementing treatment plans to maximize student s success</b></p> <p><b>Accomplished:</b> Specialist’s plans for students are suitable for them and are aligned with identified needs</p>	<ul style="list-style-type: none"> <li>• writes IEP goals based on assessment results, academic &amp; developmental needs</li> <li>• correlates IEP with assessment data and teachers concerns in classroom.</li> <li>• develops activities that promote progress on students’ specific IEP goals</li> <li>• designs a schedule that allows completion of all work activities in an efficient and effective manner</li> <li>• changes the activities, feedback, or direction of the session when a student is not understanding or able to demonstrate success with the session goal</li> <li>• records data on the student’s performance during the session</li> </ul>
<p><b>3C - Communicating with families</b></p> <p><b>Accomplished:</b> Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions</p>	<ul style="list-style-type: none"> <li>• keeps a parent contact log.</li> <li>• documents parent concerns during the ARC meeting.</li> <li>• progress monitoring reports are sent home.</li> <li>• respects students and families</li> <li>• demonstrates active listening</li> <li>• presents with a professional demeanor</li> <li>• responds professionally to feedback</li> <li>• demonstrates collaboration with families in IEP team meetings and other meetings</li> <li>• shows evidence of communication with families (e.g., parent communication log)</li> </ul>
<p><b>3D - Collecting information; writing reports</b></p> <p><b>Accomplished:</b> Specialist collects all the important information on which to base treatment plans: reports are accurate and appropriate to the audience.</p>	<ul style="list-style-type: none"> <li>• participates in ARC meetings &amp; thorough recordkeeping</li> <li>• conferences summaries and reports are explained in parent friendly language.</li> <li>• displays appropriate writing mechanics (e.g. grammar, spelling, etc.)</li> <li>• interprets evaluation results and data collection appropriately.</li> </ul>
<p><b>3E - Demonstrating flexibility and responsiveness</b></p> <p><b>Accomplished:</b> Specialist makes revisions in the treatment program when they are needed.</p>	<ul style="list-style-type: none"> <li>• keeps ongoing progress data.</li> <li>• reviews ARC’s and schedules ARC meetings more frequently when needed annually</li> </ul>

## Domain 4: Professional Responsibilities – Therapeutic Specialists

Component	Samples of evidences that may be evident during observation visit.
<p><b>4A - Reflecting on practice</b></p> <p><b>Accomplished:</b> Specialist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.</p>	<ul style="list-style-type: none"> <li>• completes the OPGES self-reflection and professional growth plan</li> </ul>
<p><b>4B - Collaborating with teachers and administrators</b></p> <p><b>Accomplished:</b> Specialist initiates contact with teachers and administrators to confer regarding individual cases</p>	<ul style="list-style-type: none"> <li>• communicates with teachers using emails and communication logs.</li> <li>• meets with teachers prior to making programming decisions</li> <li>• presents with a professional demeanor</li> <li>• responds professionally to feedback</li> <li>• demonstrates collaborative instruction or co-teaching</li> <li>• demonstrates collaboration at IEP team meetings and other meetings</li> <li>• respects teachers and other professionals</li> </ul>
<p><b>4C - Maintaining an effective data management system</b></p> <p><b>Accomplished:</b> Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.</p>	<ul style="list-style-type: none"> <li>• understands Medicaid benefits and tracks ongoing progress.</li> <li>• collects data during each therapy session</li> </ul>
<p><b>4D - Participating in a professional community</b></p> <p><b>Accomplished:</b> Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.</p>	<ul style="list-style-type: none"> <li>• attends PLC meetings and other school level team meetings.</li> <li>• assists with school functions and projects</li> <li>• completes in services (i.e., complete professional development)</li> <li>• provides in services (i.e., provide professional development)</li> <li>• participates in state, school, or local associations; meetings and conferences; and/or professional learning communities</li> <li>• conducts school assessment planning</li> <li>• engages in RTI initiatives</li> <li>• participates in curriculum teams</li> <li>• supports positive behavioral initiatives</li> </ul>

<p><b>4E - Engaging and professional development</b></p> <p><b>Accomplished:</b> Specialist seeks out opportunities for professional development based on an individual assessment of need.</p>	<ul style="list-style-type: none"><li>• utilizes trainings provided by education cooperatives, state and National conferences.</li><li>• participates in school and district professional development as appropriate</li></ul>
<p><b>4F - Showing professionalism including integrity advocacy and maintaining confidentiality</b></p> <p><b>Accomplished:</b> Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.</p>	<ul style="list-style-type: none"><li>• collects behavior observations.</li><li>• completes confidentiality training.</li><li>• adheres to staff code of conduct</li></ul>

# TRIGG COUNTY PUBLIC SCHOOLS

## Speech Therapist Self-Reflection and Professional Growth Template

<b>Speech Therapist</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	

### Part A: Initial Reflection – Establishing Priority Growth Needs

Component:	Self-Assessment:				Rationale:
	I	D	A	E	
<b>1A</b> - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	I	D	A	E	
<b>1B</b> - Establishing goals for the therapy program appropriate to the setting and the students served	I	D	A	E	
<b>1C</b> - Demonstrating knowledge of District state and federal regulations and guidelines	I	D	A	E	
<b>1D</b> - Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
<b>1E</b> - Planning the therapy program integrated with the regular school program to meet the needs of individual students	I	D	A	E	
<b>1F</b> - Developing a plan to evaluate the therapy program	I	D	A	E	
<b>2A</b> - Establishing rapport with students	I	D	A	E	
<b>2B</b> - Organizing time effectively	I	D	A	E	
<b>2C</b> - Establishing and maintaining clear procedures for referrals	I	D	A	E	
<b>2D</b> - Establishing standards of conduct in the treatment center	I	D	A	E	
<b>2E</b> - Organizing physical space for testing of students and providing therapy	I	D	A	E	
<b>3A</b> - Responding to referrals and evaluating student needs	I	D	A	E	
<b>3B</b> - Developing and implementing treatment plans to maximize student s success	I	D	A	E	
<b>3C</b> - Communicating with families	I	D	A	E	
<b>3D</b> - Collecting information; writing reports	I	D	A	E	
<b>3E</b> - Demonstrating flexibility and responsiveness	I	D	A	E	
<b>4A</b> - Reflecting on practice	I	D	A	E	
<b>4B</b> - Collaborating with teachers and administrators	I	D	A	E	

<b>4C</b> - Maintaining an effective data management system	I	D	A	E	
<b>4D</b> - Participating in a professional community	I	D	A	E	
<b>4E</b> - Engaging in professional development	I	D	A	E	
<b>4F</b> - Showing professionalism including integrity advocacy and maintaining confidentiality	I	D	A	E	

Domain:	Component: Circle Professional Growth Priority Components						Select a component from those circled for focused professional growth goal development (Part B):			
Planning & Preparation	1A	1B	1C	1D	1E	1F				
The Classroom Environment	2A	2B	2C	2D	2E					
Instruction/Delivery of Service	3A	3B	3C	3D	3E					
Professional Responsibilities	4A	4B	4C	4D	4E	4F				
Current Level of Performance for Selected Component:							I	D	A	E

## Part B: Connecting Priority Growth Needs to Professional Growth Planning

<b>Professional Growth Goal:</b> <ul style="list-style-type: none"> <li>What do I want to change about my professional practice that will effectively impact student learning?</li> <li>What is my personal learning necessary to make that change?</li> <li>What are the measures of success?</li> </ul>	(Please enter your Professional Growth Goal here.)
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Action Plan		
<b>Professional Learning</b> What do I want to change that will effectively impact student learning? What is my personal learning necessary to make that change?		
<b>Demonstrable:</b> <i>Identify the documentation intended to demonstrate your professional growth.</i>		
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		
<b>Strategies/Actions</b> What strategies/actions will I need to do in order to accomplish my goal?	<b>Resources/Support Needed</b> What resources will I need to complete my plan?	<b>Targeted Date of Completion</b> When will I complete each identified strategy/action?


Speech Therapist Signature:	Date:
Administrator Signature:	Date:

**Part C: Summative Reflection- Level of Attainment for Professional Growth Goal**

Speech Therapist Comments (Optional)	Administrator (check one): <input type="checkbox"/> Reviewed <input type="checkbox"/> Achieved If the Professional Growth Plan is not achieved, please indicate what needs to be addressed in the future

<b>Next Steps:</b>

Speech Therapist Signature:	Date:
Administrator Signature:	Date:



# Trigg County Public Schools

## Speech Therapist Pre-Observation Document

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<b>Speech Therapist</b>	
<b>School</b>	
<b>Position</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

<b>Questions for Discussion:</b>	<b>Notes:</b>
Describe the types of activities and work that will be observed during the time scheduled for the observation	
Describe how the activities or work performed tie to the Specialist Framework for this position. (Identify the specific domain and components of the Specialist Frameworks for Other Professionals.)	
How and when will you know whether the objectives or targets for the work conducted have been successfully achieved?	
Is there anything specific that you would like me to observe during the workplace visit?	

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Speech Therapist's Signature

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Evaluator's Signature

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Date

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Date

# Trigg County Public Schools

## Therapeutic Specialist Post Observation Document

<b>Therapeutic Specialist</b>	
<b>School</b>	
<b>Grade Level</b>	
<b>Evaluator</b>	
<b>Date of Conference</b>	

**Optional: The following guiding questions may be used to reflect on the lesson that was observed**

In general, how successful was the work conducted during the observation? Was the objective or target successfully accomplished? How do you know, and what will you do if it wasn't accomplished?	
In addition to the work witnessed by the observer, what other work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did procedures, student conduct, and physical space or circumstances contribute to or hinder accomplishing the objective or target?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to conduct this activity again what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

<b>Domain 1 Planning and Preparation</b>	<b>Comments/Ratings:</b>

**Evaluator's Formative Observation Rating:**

<b>Domain 2: The Classroom Environment</b>	<b>Rating:</b>					<b>Domain 3: Instruction</b>	<b>Rating:</b>				
A: Establishing Rapport With Students	I	D	A	E	NA	A: responding to Referrals and Evaluating Student Needs	I	D	A	E	NA
B: Organizing Time Effectively	I	D	A	E	NA	B: Developing and Implementing Treatment Plans	I	D	A	E	NA
C: Establishing and Maintaining Clear Referral Procedures	I	D	A	E	NA	C: Communicating With Families	I	D	A	E	NA
D: Establishing Standards of Conduct in Treatment Center	I	D	A	E	NA	D. Collecting Information; Writing Reports	I	D	A	E	NA
E: Organizing Physical Space	I	D	A	E	NA	E: Demonstrating Flexibility and Responsiveness	I	D	A	E	NA

<b>Domain 4 Professional Responsibilities</b>	<b>Comments/Ratings:</b>

\_\_\_\_\_  
Therapeutic Specialist's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

**Trigg County Schools**  
**Summative Data Collection Summary**  
**Speech Therapist**

*This summarizes all the evaluation data including formative data, products, and performances, professional development activities, conferences and other documentation.*

Evaluated \_\_\_\_\_ Content Area/Grade \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Classroom Observation Information and/or Informal Observations

Primary Mini: \_\_\_\_\_ Primary Mini: \_\_\_\_\_

Primary Full: \_\_\_\_\_

**STANDARDS/PERFORMANCE CRITERIA**

Ineffective (I)	Developing (D)	Accomplished (A)	Exemplary (E)
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**Domain 1: Planning and Preparation (I) \_\_\_\_ (D) \_\_\_\_ (A) \_\_\_\_ (E) \_\_\_\_**

1A: Demonstrating Knowledge and Skill in the Specialist Therapy Area Holding the Relevant Certificate or License

1B: Establishing Goals for the Therapy Program Appropriate to the Setting and the Students Served

1C: Demonstrating Knowledge of District, State, and Federal Regulations and Guidelines

1D: Demonstrating Knowledge of Resources Both Within and Beyond the School and District

1E: Planning the Therapy Program Integrated with the Regular School Program to Meet the Needs of Individual Students

1F: Developing a Plan to Evaluate the Therapy Program

Supporting Evidence:

Domain 2: The Environment (I) ____ (D) ____ (A) ____ (E) ____	
2A Establishing Rapport with Students	
2B: Organizing Time Effectively	
2C Establishing and Maintaining Clear Procedures for Referrals	
2D: Establishing Standards of Conduct in the Treatment Center	
2E: Organizing Physical Space for Testing of Students and Providing Therapy	
Supporting Evidence:	

<b>Domain 3: Delivery of Service (I) ____ (D) ____ (A) ____ (E) ____</b>	
3A: Responding to Referrals and Evaluating Student Needs	
3B: Developing and Implementing Treatment Plans to Maximize Student Success	
3C: Communicating with Families	
3D: Collecting Information; Writing Reports	
3E: Demonstrating Flexibility and Responsiveness	
Supporting Evidence:	

Domain 4: Professional Responsibilities (I) ____ (D) ____ (A) ____ (E) ____	
4A: Reflecting on Practice	
4B: Collaborating with Teachers and Administrators	
4C: Maintaining and Effective Data Management System	
4D: Participating in a Professional Community	
4E: Engaging and Professional Development	
4F: Showing Professionalism; Including Integrity, Advocacy, and Maintaining Confidentiality	
Supporting Evidence:	

OVERALL RATING of PROFESSIONAL PRACTICE	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
Overall Performance Category	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
<b>Professional Growth Plan</b> Indicate the type of Professional Growth Plan the teacher will have the following evaluation.				
<b><u>Professional Growth Plan and Length of Next Evaluation Cycle</u></b>				
<i>Length of Evaluation Cycle/ Professional Growth Plan</i>		<i>Description of Professional growth Plan</i>		
	Non-Tenured Therapeutic specialist	One-year evaluation cycle and professional growth plan		
	Three-year Cycle/Self-Directed Growth Plan	Goals set by educator with evaluator input; plan activities are teacher directed and implemented with colleagues; formative review annually		
	One-Year Cycle/Directed Growth Plan	Goal determined by evaluator; goals focus on low performance or outcomes; plan activities designed by evaluator with educator input; formative review at mid-point of year; summative at the end of the plan.		
	Up to 12-Month Improvement Plan	Goal determined by evaluator; focus on low performance area(s); summative at the end of plan.		

Speech Therapist's Comments:

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Evaluator's Comments:

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Speech Therapist::

\_\_\_\_\_ Agree with this summative evaluation  
 \_\_\_\_\_ Disagree with this summative evaluation

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

Evaluator:

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date



# PRINCIPAL PERFORMANCE STANDARDS

The performance indicators are provided as samples of activities that address the standard.

**The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Furthermore, principals are not expected to demonstrate each performance indicator.**

Clearly defined professional responsibilities for principals constitute the foundation for the Principal Professional Growth and Evaluation System. Performance standards define the criteria expected when principals perform their major duties. For all principals, there are six performance standards that guide the performance of the principal. Each source of evidence that comprises the evaluation system is aligned to and anchored by these standards. The standards will also inform professional growth planning, superintendent site visits/observations, conversations for feedback and formative, on-going assessments of the principal's performance.

## Performance Standard 1: Instructional Leadership

*The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.*

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### The principal:

- 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Demonstrates knowledge of research-based instructional best practices
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.\*
- 1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.
- 1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.
- 1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal <b>rarely</b> fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal <b>inconsistently</b> fosters the success of all students by facilitating the development, communication, implementation, <b>or</b> evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	<b>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</b>	The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.

## Performance Standard 2: School Climate

*The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### The principal:

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Promotes a culture of collaboration, trust and shared leadership.
- 2.5 Supports the staff through continuous improvement efforts.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.
- 2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.
- 2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal <b>rarely</b> promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal <b>inconsistently</b> promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	<b>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</b>	The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.

### Performance Standard 3: Human Resources Management

*The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*

#### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### The principal:

- 3.1 Actively participates in an effective and efficient selection process in consultation with the school council.
- 3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
- 3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.4 Provides a mentoring process for all new and targeted instructional personnel.
- 3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.
- 3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.
- 3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.
- 3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.
- 3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal <b>inadequately</b> assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.	The principal <b>inconsistently</b> assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	<b>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</b>	The principal consistently demonstrates expertise in human resources management, which results in a highly- effective workforce (e.g. high teacher and staff efficacy, increased student learning, teacher leaders).

## Performance Standard 4: Organizational Management

*The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### The principal:

- 4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.
- 4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.
- 4.5 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.
- 4.7 Follows state and local policies with regard to finances, school accountability, and reporting.
- 4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal <b>inadequately</b> supports, manages, or oversees the school's organization, operation, or use of resources.	The principal <b>inconsistently</b> supports, manages, or oversees the school's organization, operation, or use of resources.	<b>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</b>	The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.

## Performance Standard 5: Communication and Community Relations

*The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### The principal:

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal demonstrates <b>inadequate</b> and/or detrimental communication or collaboration with stakeholders.	The principal <b>inconsistently</b> communicates and/or <b>infrequently</b> collaborates with-stakeholders.	<b>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</b>	The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication.

## Performance Standard 6: Professionalism

*The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.*

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### The principal:

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive, optimistic, and straight-forward attitude.
- 6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.
- 6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.
- 6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- 6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal shows <b>disregard</b> for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.	The principal is <b>inconsistent</b> in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession.	<b>The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</b>	The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s).

# TRIGG COUNTY PUBLIC SCHOOLS

## Principal/Assistant Principal Self-Reflection and Professional Growth Template

<b>Principal</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Level</b>	

### Part A: Reflection on the Standards in the Kentucky Principal Professional Growth and Evaluation System

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.

Standard	Self-Assessment				Strengths and areas for growth
<b>1. Instructional Leadership</b> <i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i>	I	D	A	E	
<b>2. School Climate</b> <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	I	D	A	E	
<b>3. Human Resource Management</b> <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	I	D	A	E	
<b>4. Organizational Management</b> <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	I	D	A	E	
<b>5. Communication and Community Relationship</b> <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	I	D	A	E	
<b>6. Professionalism</b> <i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>	I	D	A	E	

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals.



## Part B: Connecting Priority Growth Needs to Professional Growth Planning

- 1. Initial Reflection:** *Based on the areas of growth identified in Self-Reflection complete this section at the beginning of the school year.*

<b>Professional Growth Goal:</b> <ul style="list-style-type: none"> <li>What do I want to change about my practices that will effectively impact student learning?</li> <li>How can I develop a plan of action to address my professional learning?</li> <li>How will I know if I accomplished my objective?</li> </ul>		(Please enter your Professional Growth Goal here.)	
<b>Connection to Standards</b>			
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.			
<b>Action Plan</b>			
<b>Professional Learning</b> What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	<b>Strategies/Actions</b> What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	<b>Resources/Support</b> What resources will I need to complete my plan? What support will I need?	<b>Targeted Completion Date</b> When will I complete each identified strategy/ action?
Administrator's Signature:		Date:	
Superintendent's Signature:		Date:	

- 2. On-going Reflection:** Complete this section by October 1<sup>st</sup> or within ten (10) days of receiving state assessment data.

Principal Growth Goals-Review after release of state assessment data	
Describe goal progress and other relevant data	Revisions or modifications to Professional Growth Goal
Administrator's Signature:	Date:
Superintendent's Signature:	Date:

**3. Summative Reflection:** *Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal*

Principal Comments (Optional)	Administrator (check one): <input type="checkbox"/> Reviewed <input type="checkbox"/> Achieved If the Professional Growth Plan is not achieved, please indicate what needs to be addressed in the future	
<b>Next Steps:</b>		
Administrator's Signature:	Date:	
Superintendent's Signature:	Date:	



**Performance Standard 1. Instructional Leadership**

*The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.*

**Sample Performance Indicators : Examples may include, but are not limited to:**

**The principal:**

- 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Demonstrates knowledge of research-based instructional best practices
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.\*
- 1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.
- 1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.
- 1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

**Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:****Standard 1 Instructional Leadership Performance Rating**

**Choose a rating**

**Performance Standard 2: School Climate**

*The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*

**Sample Performance Indicators : Examples may include, but are not limited to:**

**The principal:**

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Promotes a culture of collaboration, trust and shared leadership.
- 2.5 Supports the staff through continuous improvement efforts.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.
- 2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.
- 2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

**Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

**Standard 2 School Climate Performance Rating**

**Choose a rating**

**Performance Standard 3: Human Resources Management**

*The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*

**Sample Performance Indicators : Examples may include, but are not limited to:**

**The principal:**

- 3.1 Actively participates in an effective and efficient selection process in consultation with the school council.
- 3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
- 3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.4 Provides a mentoring process for all new and targeted instructional personnel.
- 3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.
- 3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.
- 3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.
- 3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.
- 3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

**Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

**Standard 3 Human Resources Management Performance Rating**

**Choose a rating**

**Performance Standard 4: Organizational Management**

*The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*

**Sample Performance Indicators : Examples may include, but are not limited to:**

**The principal:**

- 4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.
- 4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.
- 4.5 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.
- 4.7 Follows state and local policies with regard to finances, school accountability, and reporting.
- 4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

**Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:****Standard 4 Organizational Management Performance Rating**

**Choose a rating**

**Performance Standard 5: Communication and Community Relations**

***The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.***

**Sample Performance Indicators : Examples may include, but are not limited to:**

**The principal:**

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

**Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

**Standard 5 Communication and Community Relations Performance Rating**

**Choose a rating**



**Performance Standard 6: Professionalism**

*The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.*

**Sample Performance Indicators : Examples may include, but are not limited to:**

**The principal:**

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive, optimistic, and straight-forward attitude.
- 6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.
- 6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.
- 6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- 6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

**Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:****Standard 6 Professionalism Performance Rating**

**Choose a rating**

In order to determine the rating for the **Planning Performance Measure** and **Environment Performance Measure**, the following decision rules will be applied.

If....	Then ....
<b>One</b> standard is rated <b>Developing</b> , and <b>one or more</b> standard(s) is/are rated <b>Accomplished</b>	The Performance Measure <b>shall be rated Accomplished</b>
<b>One</b> standard is rated <b>Developing</b> , and <b>one or more</b> standard(s) is/are rated <b>Exemplary</b>	The Performance Measure <b>shall be rated Accomplished</b>
<b>One</b> standard is rated <b>Accomplished</b> , and <b>one or more</b> standard(s) is/are rated <b>Exemplary</b>	The Performance Measure <b>shall be rated Exemplary</b>
<b>Two</b> standards are rated <b>Developing</b>	The Performance Measure <b>shall be rated Developing</b>
<b>One</b> Standard is rated as <b>Ineffective</b>	The Performance Measure <b>shall not be ANY higher than Accomplished</b>
<b>Two</b> standards are rated <b>Ineffective</b>	The Performance Measure <b>shall be Ineffective</b>

## Overall Formative Ratings

Performance Measures	Planning	Environment	Instruction	Professionalism
<b>Performance Criteria: Kentucky Principal Performance Standards</b>	Standard 3 Human Resource Management	Standard 2 School Climate	Standard 1 Instructional Leadership	Standard 6 Professionalism
	<b>Choose a rating</b>	<b>Choose a rating</b>		
	Standard 4 Organizational Management	Standard 5 Communication & Community Relations		
	<b>Choose a rating</b>	<b>Choose a rating</b>		
	<b>Planning Formative Rating</b>	<b>Environment Formative Rating</b>	<b>Instruction Formative Rating</b>	<b>Professionalism Formative Rating</b>
	<b>Choose a rating</b>	<b>Choose a rating</b>	<b>Choose a rating</b>	<b>Choose a rating</b>

**Directions:** A principal's/assistant principal's Overall Performance Category is determined by the evaluator based on the principal's ratings on Performance Measures and all data collected during the formative phases.

**Principal** [Click here to enter text.](#)

**School Year:** [Click here to enter text.](#)

**School** [Click here to enter text.](#)

**KY Principal Performance Standard 1: Instructional Leadership**

*The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.*

**Choose a rating**

**KY Principal Performance Standard 2: School Climate**

*The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*

**Choose a rating**

**KY Principal Performance Standard 3: Human Resources Management**

*The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*

**Choose a rating**

**KY Principal Performance Standard 4: Organizational Management**

*The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*

**Choose a rating**

**KY Principal Performance Standard 5: Communication and Community Relations**

*The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*

**Choose a rating**

**KY Principal Performance Standard 6: Professionalism**

*The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.*

**Choose a rating**

**Determining the Overall Performance Category for a Principal/Assistant Principal**

A principal's/assistant principal's Overall Performance Rating is determined by the evaluator based on four (4) Performance Measures: Planning, Environment, Instruction, and Professionalism. Each Performance Measure is supported by one or more of the Kentucky Principal Performance Standards:

- Instruction Performance Measure Rating is aligned to Standard 1: Instructional Leadership
- Environment Performance Measure Rating is aligned Standard 2: School Climate and Standard 5: Communication & Community Relations
- Planning Performance Measure Rating is aligned to Standard 3: Human Resource Management and Standard 4: Organizational Management
- Professionalism Performance Measure Rating is aligned to Standard 6: Professionalism

Performance Measures	Planning	Environment	Instruction	Professionalism
Performance Criteria: Kentucky Principal Performance Standards	<b>Standard 3</b> Human Resource Management  <b>Standard 4</b> Organizational Management	<b>Standard 2</b> School Climate  <b>Standard 5</b> Communication & Community Relations	<b>Standard 1</b> Instructional Leadership	<b>Standard 6</b> Professionalism

In order to determine the rating for the **Planning Performance Measure** and **Environment Performance Measure**, the following decision rules will be applied.

If....	Then ....
<b>One</b> standard is rated <b>Developing</b> , and <b>one or more</b> standard(s) is/are rated <b>Accomplished</b>	The Performance Measure <b>shall be rated Accomplished</b>
<b>One</b> standard is rated <b>Developing</b> , and <b>one or more</b> standard(s) is/are rated <b>Exemplary</b>	The Performance Measure <b>shall be rated Accomplished</b>
<b>One</b> standard is rated <b>Accomplished</b> , and <b>one or more</b> standard(s) is/are rated <b>Exemplary</b>	The Performance Measure <b>shall be rated Exemplary</b>
<b>Two</b> standards are rated <b>Developing</b>	The Performance Measure <b>shall be rated Developing</b>
<b>One</b> Standard is rated as <b>Ineffective</b>	The Performance Measure <b>shall not be ANY higher than Accomplished</b>
<b>Two</b> standards are rated <b>Ineffective</b>	The Performance Measure <b>shall be Ineffective</b>

Performance Measures	Planning	Environment	Instruction	Professionalism
Performance Criteria: Kentucky Principal Performance Standards	Standard 3 Human Resource Management	Standard 2 School Climate	Standard 1 Instructional Leadership	Standard 6 Professionalism
	<b>Choose a rating</b>	<b>Choose a rating</b>		
	Standard 4 Organizational Management	Standard 5 Communication & Community Relations		
	<b>Choose a rating</b>	<b>Choose a rating</b>		
	<b>Planning Formative Rating</b>	<b>Environment Formative Rating</b>	<b>Instruction Formative Rating</b>	<b>Professionalism Formative Rating</b>
	<b>Choose a rating</b>	<b>Choose a rating</b>	<b>Choose a rating</b>	<b>Choose a rating</b>

### Determine the Overall Summative Rating

Once each of the four Performance Measures (Planning, Environment, Instruction, and Professionalism) have been rated Exemplary, Accomplished, Developing, or Ineffective, the superintendent or designee/principal or designee will use the following decision rules as a guide and professional judgement based on evidence to determine the principal's/assistant principal's final Overall Summative Rating:

CRITERIA FOR DETERMINING PRINCIPAL/ASSISTANT PRINCIPAL SUMMATIVE RATING	
If....	Then....
<b>Two</b> Performance Measures are rated <b>Developing</b> , and <b>Two</b> Performance Measures are rated <b>Accomplished</b>	The Overall Summative Rating shall be rated <b>Accomplished</b>
<b>Two</b> Performance Measures are rated <b>Developing</b> , and <b>two</b> Performance Measures are rated <b>Exemplary</b>	The Overall Summative Rating shall be rated <b>Accomplished</b>
<b>Two</b> Performance Measures are rated <b>Accomplished</b> , and <b>two</b> Performance Measures are rated <b>Exemplary</b>	The Overall Summative Rating shall be rated <b>Exemplary</b>
<b>Two or more</b> Performance Measures are rated <b>Ineffective</b>	The Overall Summative Rating shall be <b>Ineffective</b>
<b>One</b> Performance Measure is rated as <b>Ineffective or Developing</b>	The Overall Summative Rating <b>shall not be ANY higher than Accomplished</b>
<b>Three or more</b> Performance Measures are rated <b>Developing</b>	The Overall Summative Rating shall be <b>Developing</b>
Two Performance Measures are rating <b>Developing</b> , <b>One</b> Performance Measure rated <b>Accomplished</b> , and <b>One</b> Performance Measure rated <b>Exemplary</b>	The Overall Summative Rating <b>shall not be ANY higher than Accomplished</b>

<b>Overall Performance Category:</b>	<b>Choose an Overall Performance Category</b>
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### **Professional Growth Plan**

Indicate the type of Professional Growth Plan the Principal/Assistant Principal will have following this evaluation.

<b>Professional Growth Plan</b>		
<b>Overall Performance Category</b>		<b>Description of Professional Growth Plan</b>
	Ineffective	Shall have a minimum of a PGP for up to one (1) year, developed by the evaluator.
	Developing	Shall have a minimum of a PGP developed by the evaluator.
	Accomplished	Shall have a minimum of a PGP developed by the evaluatee with evaluator input.
	Exemplary	Shall have a minimum of a PGP developed by the evaluatee with evaluator input.

Evaluator's Name \_\_\_\_\_ Principal's Name \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Principal's Signature \_\_\_\_\_  
(Signature denotes receipt of the summative evaluation,  
not necessarily agreement with the contents of the form)

Date \_\_\_\_\_ Date \_\_\_\_\_

## Evaluation Standards and Performance Criteria for Other Certified District Level Personnel-2008 ISLLC Standards

The following performance evaluation standards and performance criteria are the 2008 Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders and will be used to evaluate Other District Certified Personnel:

<b>2008 ISLLC Educational Leadership Policy Standards</b>
<p><b>Standard 1: Vision and Mission:</b></p> <p>An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</p>
<p><b>Standard 2: Instruction, Learning Culture, Professional Learning:</b></p> <p>An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p>
<p><b>Standard 3: Operations and Management:</b></p> <p>An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p>
<p><b>Standard 4: Engaging with Faculty and Community:</b></p> <p>An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</p>
<p><b>Standard 5: Ethical Principles and Professional Norms:</b></p> <p>An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p>
<p><b>Standard 6: Responding to the Educational Context:</b></p> <p>An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal, and cultural context.</p>

<b>Other District Certified Personnel</b>	
<b>EPSB ID#</b>	
<b>School/Site</b>	
<b>Level</b>	

## Part A: Reflection on the ISLLC Standards in the Other District Certified Personnel Professional Growth and Evaluation System

*Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth.*

Standard	Self-Assessment				Strengths and areas for growth
<b>1. Vision and Mission:</b> An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.	I	D	A	E	
<b>2. Instruction, Learning Culture, Professional Learning:</b> An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	I	D	A	E	
<b>3. Operations and Management:</b> An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.	I	D	A	E	
<b>4. Engaging with Faculty and Community:</b> An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.	I	D	A	E	
<b>5. Ethical Principles and Professional Norms:</b> An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	I	D	A	E	
<b>6. Responding to the Educational Context:</b> An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal, and cultural context.	I	D	A	E	

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals.



## Part B: Connecting Priority Growth Needs to Professional Growth Planning

1. **Initial Reflection:** Based on the areas of growth identified in Self-Reflection complete this section at the beginning of the school year.

<b>Professional Growth Goal:</b> <ul style="list-style-type: none"> <li>What do I want to change about my practices that will effectively impact student learning?</li> <li>How can I develop a plan of action to address my professional learning?</li> <li>How will I know if I accomplished my objective?</li> </ul>		(Please enter your Professional Growth Goal here.)	
<b>Connection to Standards</b>			
The Other District Certified Personnel should connect the PGP Goal to the appropriate performance standard and list that standard below.			
<b>Action Plan</b>			
<b>Professional Learning</b> What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	<b>Strategies/Actions</b> What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	<b>Resources/Support</b> What resources will I need to complete my plan? What support will I need?	<b>Targeted Completion Date</b> When will I complete each identified strategy/ action?
Other District Certified Personnel's Signature:		Date:	
Evaluator's Signature:		Date:	

2. **On-going Reflection:** Complete this section by October 1<sup>st</sup> or within ten (10) days of receiving state assessment data.

Other District Certified Personnel Growth Goals-Review after release of state assessment data	
Describe goal progress and other relevant data	Revisions or modifications to Professional Growth Goal
Other District Certified Personnel's Signature:	Date:
Evaluator's Signature:	Date:

**3. Summative Reflection:** *Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal*

<b>Other District Certified Personnel Comments (Optional)</b>	<b>Evaluator (check one):</b> <input type="checkbox"/> <b>Reviewed</b> <input type="checkbox"/> <b>Achieved</b> If the Professional Growth Plan is not achieved, please indicate what needs to be addressed in the future	
<b>Next Steps:</b>		
Other District Certified Personnel's Signature:	Date:	
Evaluator's Signature:	Date:	

# Trigg County Schools Formative Evaluation Instrument



Empowering the Next Generation

Other Certified District Level Personnel \_\_\_\_\_

School/Worksite \_\_\_\_\_

Evaluator \_\_\_\_\_

Date of Observation/Review \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Other Certified District Level Personnel Signature\* \_\_\_\_\_ Date \_\_\_\_\_

(\*signature denotes of conference documentation not necessarily agreement with contents of the form)

**Standard 1: Vision and Mission:**

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

**Functions:**

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

**Evidence requested by the evaluator or provided by the Other Certified District Level Personnel: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:****Standard 1: Vision and Mission Performance Rating**

**Choose a rating**

**Standard 2: Instruction, Learning Culture, Professional Learning**

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**Functions:**

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

**Evidence requested by the evaluator or provided by the Other Certified District Level Personnel: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:****Standard 2: Instruction, Learning Culture, Professional Learning**

**Choose a rating**

### **Standard 3: Operations and Management**

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

#### **Functions:**

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

**Evidence requested by the evaluator or provided by the Other Certified District Level Personnel:**  
**Indicate contributor with an (E) or (P).**

#### **Evaluator's Feedback**

### **Standard 3: Operations and Management**

**Choose a rating**

**Standard 4: Engaging with Faculty and Community**

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Functions:**

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

**Evidence requested by the evaluator or provided by the Other Certified District Level Personnel:  
Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

**Standard 4: Engaging with Faculty and Community**

**Choose a rating**

**Standard 5: Ethical Principles and Professional Norms**

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

**Functions:**

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

**Evidence requested by the evaluator or provided by the Other Certified District Level Personnel: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:****Standard 5: Ethical Principles and Professional Norms**

**Choose a rating**



**Standard 6: Responding to the Educational Context**

An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal, and cultural context.

**Functions:**

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

**Evidence requested by the evaluator or provided by the Other Certified District Level Personnel: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:****Standard 6: Responding to the Educational Context**

Choose a rating

In order to determine the formative rating for the **Planning Measure** and **Environment Measure**, the following decision rules will be applied.

If....	Then ....
<b>One</b> standard is rated <b>Developing</b> , and <b>one or more</b> standard(s) is/are rated <b>Accomplished</b>	The Performance Measure <b>shall be rated Accomplished</b>
<b>One</b> standard is rated <b>Developing</b> , and <b>one or more</b> standard(s) is/are rated <b>Exemplary</b>	The Performance Measure <b>shall be rated Accomplished</b>
<b>One</b> standard is rated <b>Accomplished</b> , and <b>one or more</b> standard(s) is/are rated <b>Exemplary</b>	The Performance Measure <b>shall be rated Exemplary</b>
<b>Two</b> standards are rated <b>Developing</b>	The Performance Measure <b>shall be rated Developing</b>
<b>One</b> Standard is rated as <b>Ineffective</b>	The Performance Measure <b>shall not be ANY higher than Accomplished</b>
<b>Two</b> standards are rated <b>Ineffective</b>	The Performance Measure <b>shall be Ineffective</b>

## Overall Formative Ratings

Performance Measures	Planning	Environment	Instruction	Professionalism
<b>Performance Criteria: 2008 ISLLC Standards</b>	Standard 1: Vision and Mission	Standard 3: Operations and Management	Standard 2: Instruction, Learning Culture, Professional Learning	Standard 5: Ethical Principles and Professional Norms
	<b>Choose a rating</b>	<b>Choose a rating</b>		
	Standard 6: Responding to Educational Context	Standard 4: Engaging with Faculty and Community		
	<b>Choose a rating</b>	<b>Choose a rating</b>		
	<b>Planning Formative Rating</b>	<b>Environment Formative Rating</b>	<b>Instruction Formative Rating</b>	<b>Professionalism Formative Rating</b>
	<b>Choose a rating</b>	<b>Choose a rating</b>	<b>Choose a rating</b>	<b>Choose a rating</b>

**Directions:** Completed by Superintendent/Designee. Overall Performance Category is based on Professional Practice and all data from the formative phases. The Overall Performance Category is achieved using the established Overall Performance Category matrix.

**Other District** [Click here to enter text.](#)

**School Year:** [Click here to enter text.](#)

**School** [Click here to enter text.](#)

#### **Certified Personnel**

##### **Standard 1: Vision and Mission:**

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

**Choose a rating**

##### **Standard 2: Instruction, Learning Culture, Professional Learning:**

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**Choose a rating**

##### **Standard 3: Operations and Management:**

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

**Choose a rating**

##### **Standard 4: Engaging with Faculty and Community:**

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Choose a rating**

##### **Standard 5: Ethical Principles and Professional Norms:**

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

**Choose a rating**

##### **Standard 6: Responding to the Educational Context:**

An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal, and cultural context.

**Choose a rating**

#### **Determining the Overall Performance Category of Other District Certified Personnel**

The Overall Performance Rating is informed by the evaluator based on four (4) Performance Measures: Planning, Environment, Instruction, and Professionalism. Each Performance Measure is supported by one or more of the identified ISLLC standards. The following charts represent the alignment of ISLLC Standards to the four performance measures:

Performance Measures	Planning	Environment	Instruction	Professionalism
Performance Criteria: 2008 ISLLC Standards	<b>Standard 1:</b> Vision and Mission  <b>Standard 6:</b> Responding to Educational Context	<b>Standard 3:</b> Operations and Management  <b>Standard 4:</b> Engaging with Faculty and Community	<b>Standard 2:</b> Instruction, Learning Culture, Professional Learning	<b>Standard 5:</b> Ethical Principles and Professional Norms

In order to determine the formative rating for the **Planning Measure** and **Environment Measure**, the following decision rules will be applied.

If....	Then ....
<b>One</b> standard is rated <b>Developing</b> , and <b>one or more</b> standard(s) is/are rated <b>Accomplished</b>	The Performance Measure <b>shall be rated Accomplished</b>
<b>One</b> standard is rated <b>Developing</b> , and <b>one or more</b> standard(s) is/are rated <b>Exemplary</b>	The Performance Measure <b>shall be rated Accomplished</b>
<b>One</b> standard is rated <b>Accomplished</b> , and <b>one or more</b> standard(s) is/are rated <b>Exemplary</b>	The Performance Measure <b>shall be rated Exemplary</b>
<b>Two</b> standards are rated <b>Developing</b>	The Performance Measure <b>shall be rated Developing</b>
<b>One</b> Standard is rated as <b>Ineffective</b>	The Performance Measure <b>shall not be ANY higher than Accomplished</b>
<b>Two</b> standards are rated <b>Ineffective</b>	The Performance Measure <b>shall be Ineffective</b>

Performance Measures	Planning	Environment	Instruction	Professionalism
Performance Criteria: 2008 ISLLC Standards	Standard 1: Vision and Mission	Standard 3: Operations and Management	Standard 2: Instruction, Learning Culture, Professional Learning	Standard 5: Ethical Principles and Professional Norms
	<b>Choose a rating</b>	<b>Choose a rating</b>		
	Standard 6: Responding to Educational Context	Standard 4: Engaging with Faculty and Community		
	<b>Choose a rating</b>	<b>Choose a rating</b>		
	<b>Planning Formative Rating</b>	<b>Environment Formative Rating</b>	<b>Instruction Formative Rating</b>	<b>Professionalism Formative Rating</b>
	<b>Choose a rating</b>	<b>Choose a rating</b>	<b>Choose a rating</b>	<b>Choose a rating</b>

## Determining the Other District Certified Personnel Overall Summative Rating

Once each of the four Performance Measures (Planning, Environment, Instruction, and Professionalism) have been rated Exemplary, Accomplished, Developing, or Ineffective, the evaluator will use the following decision rules as a guide and professional judgement based on evidence to determine the Other Certified District evaluatee's Overall Summative Rating:

<b>CRITERIA FOR DETERMINING OTHER CERTIFIED DISTRICT LEVEL PERSONNEL SUMMATIVE RATING</b>	
<b>If....</b>	<b>Then....</b>
<b>Two</b> Performance Measures are rated <b>Developing</b> , and <b>Two</b> Performance Measures are rated <b>Accomplished</b>	The Overall Summative Rating shall be rated <b>Accomplished</b>
<b>Two</b> Performance Measures are rated <b>Developing</b> , and <b>two</b> Performance Measures are rated <b>Exemplary</b>	The Overall Summative Rating shall be rated <b>Accomplished</b>
<b>Two</b> Performance Measures are rated <b>Accomplished</b> , and <b>two</b> Performance Measures are rated <b>Exemplary</b>	The Overall Summative Rating shall be rated <b>Exemplary</b>
<b>Two or more</b> Performance Measures are rated <b>Ineffective</b>	The Overall Summative Rating shall be <b>Ineffective</b>
<b>One</b> Performance Measure is rated as <b>Ineffective</b> or <b>Developing</b>	The Overall Summative Rating <b>shall not be ANY higher than Accomplished</b>
<b>Three or more</b> Performance Measures are rated <b>Developing</b>	The Overall Summative Rating shall be <b>Developing</b>
<b>Two</b> Performance Measures are rating <b>Developing</b> , <b>One</b> Performance Measure rated <b>Accomplished</b> , and <b>One</b> Performance Measure rated <b>Exemplary</b>	The Overall Summative Rating <b>shall not be ANY higher than Accomplished</b>

<b><i>Overall Performance Category:</i></b>	<b><i>Choose an Overall Performance Category</i></b>
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## **Professional Growth Plan**

Indicate the type of Professional Growth Plan the Other District Certified Personnel will have following this evaluation.

<b>Professional Growth Plan</b>		
<b>Overall Performance Category</b>		<b>Description of Professional Growth Plan</b>
	Ineffective	Shall have a minimum of a PGP for up to one (1) year, developed by the evaluator.
	Developing	Shall have a minimum of a PGP developed by the evaluator.
	Accomplished	Shall have a minimum of a PGP developed by the evaluate.
	Exemplary	Shall have a minimum of a PGP developed by the evaluate.

Evaluator's Name \_\_\_\_\_ Evaluatee's Name \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Evaluatee's Signature \_\_\_\_\_  
(Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Date \_\_\_\_\_ Date \_\_\_\_\_