

Professional Appraisal Plan

Batavia School District #101

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BATAVIA APPRAISAL COMMITTEE PROCESS and MEMBERS

Roles and Responsibilities of the Appraisal Committee

Development of the District 101 Evaluation Plan included members of the Professional Evaluation Committee, leadership of the Batavia Education Association, certified staff representing the schools in the District, and District and school administration. The development process included ongoing communication with certified staff and professional development for both certified staff and administration in order to be able to implement the plan with fidelity and transparency. The Board of Education and the Batavia Education Association approved the plan prior to implementation.

Members of the 2010-11 Professional Appraisal Committee:

Mark Anderson, Assistant MS Principal

Amy Biancheri, High School Teacher

Jacqueline Hansen, Special Education Teacher

Anthony Malay, High School Teacher, President Batavia Education Association

Elizabeth McAlpin, Middle School Teacher

Karen Nellis, Early Childhood Teacher

Brad Newkirk, Associate HS Principal

Denise Piazzaro, Speech Language Pathologist

Greg M. Romaneck, Associate Superintendent for Human Resources

Dr. Kristine Webster, Elementary Principal

Section 1: INTRODUCTION AND OVERVIEW OF DANIELSON FRAMEWORK

Introduction

The *Batavia District 101 Professional Appraisal Plan* currently focuses on evidence collected on the four domains of teaching as set forth in *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, by Charlotte Danielson (see description below).

The Professional Appraisal Committee recognizes that student growth will play a significant part in the appraisal process. Recent legislation in the state of Illinois was reviewed (Performance Evaluation Reform Act-PERA 2010). At this time, student growth is not part of the *Batavia Professional Appraisal process*. The Professional Appraisal Committee will address the required student growth component of PERA after rules and regulations are set forth by the Illinois State Board of Education.

Danielson Framework

Enhancing Professional Practice: A Framework for Teaching, 2nd Edition, by Charlotte Danielson shall be the basis for the *Batavia Professional Appraisal Plan*. The framework for teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework is an invaluable tool to be used as the foundation for professional conversations among educators as they seek to enhance skills in the complex task of teaching.

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

The actions teachers and specialists can take to improve student learning are clearly identified and fall under four domains of teaching responsibility: Planning and Preparation, the Classroom/School Environment, Instruction/Delivery of Service, and Professional Responsibilities. Within the domains are 22 components and 76 descriptive elements that further refine our understanding of what teaching is all about, with four levels of performance for each element.

The framework for teaching is based on the Praxis III: Classroom Performance Assessment criteria developed by Educational Testing Service, National Board for Professional Teaching Standards (NBPTS) and is compatible with Interstate New Teacher Assessments and Supports Consortium (INTASC) standards.

Section 2: BATAVIA APPRAISAL PROCESS BELIEFS & COMMITMENTS

Beliefs	Aligned Commitments
Batavia District 101 believes that the Teacher Appraisal process must support...	In order to embed this Teacher Appraisal process belief into professional practice, Batavia District 101 commits to...
<p>Foundational Principles that:</p> <ul style="list-style-type: none"> ○ value the contribution of all stakeholders ○ recognize that professional trust, commitment, and ongoing support are essential to successful implementation AND ○ provide clear and consistent expectations for teaching excellence that are grounded in research 	Developing a process of ongoing dialogue among all stakeholders focused on building trust and improving learning for all.
<p>High Standards for Teacher Excellence that clearly delineate the behaviors, skills and ongoing support required to ensure that every child is taught by a high-performing teacher.</p>	Facilitating opportunities for all teachers to know and practice the skills and behaviors associated with teaching excellence.
<p>A Commitment to Continuous Improvement and Professional Growth by ALL that honors collective instructional excellence and recognizes the differentiated needs of individual teachers by</p> <ul style="list-style-type: none"> a) fairly assessing each individual's skills, practices and commitment and b) providing ample opportunity for shared input, reflection, remediation support, and training. 	<ul style="list-style-type: none"> ○ Training of evaluators to assure inter-rater reliability and an understanding of Teacher excellence ○ Training for Teachers to understand the expectations of proficient teaching in correlation with their level of expertise ○ Setting mutually established goals for future professional teaching growth through review of current progress ○ Create professional growth plan to achieve agreed upon goals ○ Scheduled conferences and informal/formal observations at reasonable times and frequencies throughout the year in order to provide meaningful feedback ○ Provide meaningful support systems for teachers requiring them
<p>Clearly Defined, Consistent Procedures for accurately and reliably documenting and measuring performance based on multiple sources of evidence across educational settings. The appraisal process should promote continuous dialogue and growth that is aligned with district priorities and ensures accountability for high-quality instruction.</p>	<ul style="list-style-type: none"> ○ Providing time necessary to allow for meaningful conversations/dialogs related to teaching excellence and student growth ○ Evidence based decision making based upon mutually agreed upon measures across settings ○ System based upon the belief that all adults and students can grow. ○ Appraisal system linked to district/school priorities
<p>Ongoing Training to ensure that all stakeholders share a common understanding of performance expectations across domains and have the resources necessary to implement the teacher appraisal process with integrity.</p>	<ul style="list-style-type: none"> ○ Training for evaluators in: <ul style="list-style-type: none"> -Formal and informal observations -Walk-throughs -Collecting & sharing data in a way that values data trust rules -Inter-rater reliability. ○ Training for teachers, evaluators, and mentors to understand the expectations of proficient and excellent teaching and establish clear plans to achieve proficiency goals. ○ Training for Teachers, evaluators, and mentors communicating clearly delineated roles that ensure common understanding of expectations for each role.
<p>A Collaborative Culture that values honest dialogue and continuous improvement for all involved.</p>	<ul style="list-style-type: none"> ○ Ongoing training in interest based problem solving (ie difficult conversations). Implement tools/systems to monitor the effectiveness of the collaborative culture.
<p>Student Growth that values measurable learning across multiple domains (e.g. academic, social-emotional, physical) as a significant aspect of the evaluation process.</p>	Commitment to use tools that include formal and informal measures that evaluate individual student growth (measure growth of student against themselves)

Section 3: BATAVIA APPRAISAL PROCESS COMMON THEMES

Equity:

Batavia believes that all people have value and commits to providing equal opportunities for all learners to access resources. We believe all learners must have access to opportunities that stimulate achievement and must be provided the resources and supports to succeed.

Cultural Competence:

In Batavia, we believe all students' cultural backgrounds are an integral part of who they are and how they learn. Teachers will model cultural respect. All stakeholders have an obligation to help students recognize that no individual and no cultural group should be marginalized.

High Expectations:

In Batavia, we believe that high expectations for all students lead to high levels of engagement and academic achievement.

Developmental Appropriateness:

We believe that an understanding of each student's developmental level should guide planning and preparation of instruction in order to ensure implementation of appropriate instructional practices that lead to student achievement.

Attention to Individual Students Including those with Special Needs:

It is Batavia's professional expectation that all teachers will use available resources to learn each individual student's needs (e.g. intellectual, physical, social-emotional) and differentiate as appropriate.

Appropriate Use of Technology:

Batavia believes that technology is a critical learning tool that broadens understanding and experiences for all students and teachers. For some students, technology is an essential tool that allows them to fully participate in the learning environment.

Student Assumption of Responsibility:

We believe that students should be engaged participants within their learning communities and should share responsibility for their own learning.

Section 4: STANDARDS for Teachers and Specialists

<p>Domain 1 – Demonstrates effective planning and preparation for instruction through:</p> <ul style="list-style-type: none"> a. Knowledge of Content and Pedagogy b. Demonstrating Knowledge of Students c. Setting Instructional Outcomes d. Demonstrating Knowledge of Resources e. Designing Coherent Instruction f. Designing Student Assessment 	<p>Domain 2 – Creates an environment conducive for learning by:</p> <ul style="list-style-type: none"> a. Creating an Environment of Respect and Rapport b. Establishing a Culture for Learning c. Managing Classroom Procedures d. Managing Student Behavior e. Organizing Physical Space
<p>Domain 4 – Demonstrates professionalism by:</p> <ul style="list-style-type: none"> a. Reflecting on Teaching b. Maintaining Accurate Records c. Communicating with Families d. Participating in a Professional Community e. Growing and Developing Professionally f. Showing Professionalism 	<p>Domain 3 – Demonstrates effective instruction by:</p> <ul style="list-style-type: none"> a. Communicating with Students b. Using Questioning and Discussion Techniques c. Engaging Students in Learning d. Using Assessment in Instruction e. Demonstrating Flexibility and Responsiveness

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

School Counselors
School Nurse
Speech Pathologists

Library Media/Resource Center Directors
Social Workers

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

Section 5: FRAMEWORK FOR PROFESSIONAL PRACTICE: Levels of Performance

These levels of performance are included in this plan to support teacher self-reflection, inform and structure professional conversations between teachers and evaluators, and suggest areas for further learning. These levels contribute to a teacher's summative rating system found in Section 8.

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

*Level of Performance indicators as specified in Danielson (2007)

Section 6: APPRAISAL RATING SYSTEM

Operating Principles

Domain Ratings in Batavia District 101 Professional Appraisal Plan

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

Overall Ratings in Batavia District 101 Professional Appraisal Plan

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

Non-Tenured Teacher Contract Renewal - Each non-tenured teacher will receive a final summative rating and a recommendation for renewal or non-renewal of his/her contract. It is understood that non-tenured teachers in years 1 and 2 may receive a final summative rating of *needs improvement* as they are emerging towards proficiency. After receiving mentoring and coaching supports during years 1 and 2, non-tenured teachers in years 3 and 4 are expected to maintain a final summative rating of *proficient* or higher.

Tenured Teachers are expected to maintain an overall Summative Rating of *Proficient* or higher. If a Tenured Teacher receives an overall Summative Rating of *Needs Improvement*, a Professional Development Plan will be developed as defined in Section 12. See Section 12 for details.

If a Tenured Teacher exhibits evidence of *Unsatisfactory* practice, an overall Summative Evaluation may be conducted during the contractual school year. An overall Summative Rating of *Unsatisfactory* will result in the development of a Remediation Plan in accordance with the law. See Section 13 for details.

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

Section 7: APPRAISAL RATING SYSTEM - Example

Examples of How to Arrive at a Domain and Final Summative Rating

Domain Ratings in Batavia District 101 Professional Appraisal Plan

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

Domain 2 for Teachers - Classroom Environment				
Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
2a			X	
2b		X		
2c		X		
2d			X	
2e				X
Final Domain Rating		X		

Overall Ratings in Batavia District 101 Professional Appraisal Plan

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

Final Summative Rating				
Domain	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
Domain 1			X	
Domain 2		X		
Domain 3			X	
Domain 4				X
Overall Rating			X	

Section 8: OVERVIEW OF THE PROFESSIONAL PRACTICE APPRAISAL PROCESS

CERTIFIED STAFF	NON-TENURED		TENURED	
PURPOSE	<ul style="list-style-type: none"> • Promote student learning through the highest quality of teaching • Promote student learning through a commitment to continuous professional learning, collective understanding of learning (professional growth), and shared inquiry • Develop each individual's capacity for professional contribution to the team, building and district levels • Induct new certified staff into the culture, mission, and vision of Batavia district • Support new certified staffs' growth through a formative process within clearly defined expectations • Build relationships between evaluator(s) and new teachers • Validate the hiring/selection process 		<ul style="list-style-type: none"> • Promote student learning through the highest quality of teaching • Promote student learning through a commitment to continuous professional learning, collective understanding of learning (professional growth), and shared inquiry • Develop each individual's capacity for professional contribution to the team, building and district levels • Support the Batavia district's culture, vision, and mission • Support tenured teacher growth through a formative process that promotes shared inquiry and examination of practice • Foster collaborative relationships among teachers and evaluators 	
WHO	Year 1 & 2 Non-tenured All first and second year non-tenured certified staff - Section 9	Year 3 & 4 Non-tenured All third and fourth non-tenured certified staff - Section 10	Tenured – Proficient & Excellent All tenured, certified staff who receive an overall rating of Proficient or Excellent – Section 11	Tenured – Needs Improvement All tenured, certified staff who receive an overall rating of Needs Improvement – Section 12
WHAT	<ul style="list-style-type: none"> • Formative process focused on clearly defined expectations as outlined in the evaluation plan and Danielson <i>Framework for Teaching</i> • Ongoing conversations based upon evidence gathered by both teacher and evaluator (e.g. logs, teacher reflection, lesson planning, student work, formal and informal observations) • Identification of teaching growth focus for the following year based on the Danielson <i>Framework for Teaching</i> 	<ul style="list-style-type: none"> • Formative process focused upon a collaboratively developed Professional Growth Plan (PGP) based on the Danielson <i>Framework for Teaching</i> and school/ district goals and priorities • Areas outside of the Professional Growth Plan may be addressed with the educator and if necessary, a more focused plan may be developed by the evaluator for the benefit of the teacher's professional improvement • Ongoing conversations based on evidence gathered by both teacher and evaluator • Data collection and reflection process done in collaboration with the evaluator. • Evidence of growth in professional contributions at team, building and/or district level • Identification of student growth focus for the following year based on the Danielson <i>Framework for Teaching</i> • Tenure Determination at the end of Year Four 	<ul style="list-style-type: none"> • Formative process focused upon a collaboratively developed Professional Growth Plan (PGP) based on the Danielson <i>Framework for Teaching</i> and school/ district goals and priorities • Areas outside of the Professional Growth Plan may be addressed with the educator and if necessary, a more focused plan may be developed by the evaluator for the benefit of the teacher's professional improvement • Ongoing conversations based on evidence gathered by both teacher and evaluator • Teacher-driven progress monitoring data collection and reflection in collaboration with the evaluator • Evidence of growth in professional contributions at team, building and/or district level • Identification of student growth focus for the following year based on the Danielson <i>Framework for Teaching</i> • Professional Growth Plan may be developed in collaboration with other tenured certified staff 	<ul style="list-style-type: none"> • Formalized process focused upon improving identified areas of professional practice through a Professional Development Plan based upon the Danielson <i>Framework for Teaching</i> • Professional Development Plan is to be created within 30 days after the completion of an evaluation resulting in the overall "Needs Improvement" rating • The PDP is developed by the evaluator in consultation with the teacher and takes into account the tenured teacher's on-going professional responsibilities including his/her regular teaching assignments • PDP includes evidence of progress/achievement of goal as well as supports that the district will provide to address the performance areas identified as needing improvement
SUMMATIVE EVALUATION	Annual	Annual	Biennial	Annual

*Please Note: Tenured - Unsatisfactory Process is defined in Section 14

Section 9: NON-TENURED: YEARS 1 & 2 APPRAISAL PROCESS CHART

EVALUATION TIMELINE FOR YEARS 1&2 NON-TENURED		
TIME OF YEAR/ COMPONENTS	PROCESS	FORMS/RESOURCES (SEE Appraisal System Plan APPENDIX)
SEGMENT 1 1 ST Four Weeks of School	<ul style="list-style-type: none"> • Review of the District Expectations of Framework for Teaching (FfT) • One or more Informal Observations and reflective conversations and/or • *Formal Observation (as needed) 	<ul style="list-style-type: none"> • Levels of Performance Rubric & Evidence Summary Form (Form 5) • Informal Observation Form (Form 2) • *Formal Pre-Observation Reflection Form (Form 1) • Levels of Performance Rubric & Evidence Summary Form (Form 5) • *Formal Post-Observation Reflection Form (Form 3)
SEGMENT 2 Week Five to Winter Break	<ul style="list-style-type: none"> • One or more Informal Observations and reflective conversations • *One or more Formal Observations • Mid-Plan reflective conversation with evaluator to confirm progress 	<ul style="list-style-type: none"> • Informal Observation Form (Form 2) • *Formal Pre-Observation Reflection Form (Form 1) • Levels of Performance Rubric & Evidence Summary Form (Form 5) • *Formal Post-Observation Reflection Form (Form 3) • Mid-Plan Self-Assessment Form (Form 4)
SEGMENT 3 After Winter Break and Before March BOE Meeting	<ul style="list-style-type: none"> • Informal Observations and reflective conversations (as needed) • *Formal Observation(s) (as needed) • Summative Evaluation 	<ul style="list-style-type: none"> • Informal Observation Form (Form 2) • *Formal Pre-Observation Reflection Form (Form 1) • Levels of Performance Rubric & Evidence Summary Form (Form 5) • *Formal Post-Observation Reflection Form (Form 3) • Final Summative Evaluation Form (Form 6)
SEGMENT 4 Week 19- Week 25	<ul style="list-style-type: none"> • Informal Observations as needed • Collaborative Reflection/Goal Setting (Mentor involved at the discretion of the teacher) 	<ul style="list-style-type: none"> • Informal Observation Form (Form 2) • Levels of Performance Rubric & Evidence Summary (Form 5) • Self-Assessment Reflection Form (Form 7B)

*A minimum of two formal observations are required for Years One & Two

Section 10: NON-TENURED: YEARS 3 & 4 APPRAISAL PROCESS CHART

EVALUATION TIMELINE FOR YEAR 3 & 4 NON-TENURED		
SEGMENT 1 1 ST Four Weeks of School	<ul style="list-style-type: none"> • Review of the District Expectations of Framework for Teaching (FfT) • One or more Informal Observations and reflective conversations • *Formal Observation (as needed) 	<ul style="list-style-type: none"> • Levels of Performance Rubric & Evidence Summary Form (Form 5) • Informal Observation Form (Form 2) • *Formal Pre-Observation Reflection Form (Form 1) • Levels of Performance Rubric & Evidence Summary Form (Form 5) • *Formal Post-Observation Reflection Form (Form 3)
SEGMENT 2 Week Five to Winter Break	<ul style="list-style-type: none"> • One or more Informal Observations and reflective conversations • *One or more Formal Observations • Mid-Plan reflective conversation with evaluator to confirm progress 	<ul style="list-style-type: none"> • Informal Observation Form (Form 2) • *Formal Pre-Observation Reflection Form (Form 1) • Levels of Performance Rubric & Evidence Summary Form (Form 5) • *Formal Post-Observation Reflection Form (Form 3) • Mid-Plan Self-Assessment Form (Form 4)
SEGMENT 3 After Winter Break and Before March BOE Meeting	<ul style="list-style-type: none"> • Informal Observations and reflective conversations (as needed) • *Formal Observation(s) (as needed) • **Summative Evaluation 	<ul style="list-style-type: none"> • Informal Observation Form (Form 2) • *Formal Pre-Observation Reflection Form (Form 1) • Levels of Performance Rubric & Evidence Summary Form (Form 5) • *Formal Post-Observation Reflection Form (Form 3) • Final Summative Evaluation Form (Form 6)
SEGMENT 4 Week 19- Week 25	<ul style="list-style-type: none"> • Informal Observations (as needed) • Professional Growth Plan (PGP) 	<ul style="list-style-type: none"> • Informal Observation Form (Form 2) • Levels of Performance Rubric & Evidence Summary Form (Form 5) • Self-Assessment Reflection Form (Form 7B)

*A minimum of one (1) formal observation required for Years Three and Four Non-Tenured Teachers/Specialists.

**Tenure will be determined at the end of the fourth non-tenured year. Tenure will only be considered for Teachers who have a summative rating of Proficient or Excellent at the end of the fourth probationary year.

Section 11A: TENURED APPRAISAL PROCESS CHART PROFICIENT & EXCELLENT – YEAR 1

EVALUATION TIMELINE FOR TENURED: YEAR 1 - PROFICIENT AND EXCELLENT		
TIME OF YEAR	PROCESS	FORMS (SEE Appraisal System Plan APPENDIX)
By October 1st of the first year of 2-Year Professional Growth Plan	<ul style="list-style-type: none"> • Professional Growth Plan (PGP) discussed, confirmed or modified, and signed by evaluator. 	<ul style="list-style-type: none"> • PGP Action Plan (Form 8D)
During Year 1 of Professional Growth Plan	<ul style="list-style-type: none"> • One or more Informal Observation(s) with reflective conversations in the first year • Optional - Formal Observation(s) (at discretion of the administrator or request of Teacher/Specialist) 	<ul style="list-style-type: none"> • Informal Observation Form (Form 2) • Formal Pre-Observation Reflection Form (Form 1) • Levels of Performance Rubric & Evidence Summary Form (Form 5) • Formal Post-Observation Reflection Form (Form 3)
By the end of Year 1	<ul style="list-style-type: none"> • Professional Learning Support team or other stakeholders provide feedback on PGP/Goal • Mid-Plan reflective conversation with evaluator to confirm PGP Plan progress and Domain Areas; Identify additional support if needed 	<ul style="list-style-type: none"> • Levels of Performance Rubric & Evidence Summary Form (Form 5) • Mid-Plan Self-Assessment Form (Form 4)
At least 30 days before the end of Year 1	<ul style="list-style-type: none"> • If evidence of concern exists related to any domain at the end of Year 1 of the Professional Growth Plan, a Summative Evaluation could be conducted. • Upon completion of a PDP or a Remediation plan, a Summative Evaluation will be conducted. 	<ul style="list-style-type: none"> • Levels of Performance Rubric & Evidence Summary Form\ (Form 5) • Final Summative Evaluation Form (Form 6)

Section 11B: TENURED APPRAISAL PROCESS CHART PROFICIENT & EXCELLENT – YEAR 2 (Cont.)

EVALUATION TIMELINE FOR TENURED: YEAR 2 - PROFICIENT AND EXCELLENT		
TIME OF YEAR	PROCESS	FORMS (SEE Appraisal System Plan APPENDIX)
During Year 2 of 2-Year Individual Growth Plan	<ul style="list-style-type: none"> • One or more Informal Observation(s) with reflective conversations • One or more - Formal Observation(s) 	<ul style="list-style-type: none"> • Informal Observation Form (Form 2) • Formal Pre-Observation Reflection Form (Form 1) • Levels of Performance Rubric & Evidence Summary Form (Form 5) • Formal Post-Observation Reflection Form (Form 3)
At least 30 school days before the end of Year 2	<ul style="list-style-type: none"> • Summative Evaluation • Tenured Certified Next Steps <ul style="list-style-type: none"> ◦ Overall Rating of Proficient or Excellent – Professional Growth Plan <ul style="list-style-type: none"> ▪ Complete Self-Assessment Form four domains/components of the <i>Framework for Teaching</i> or Specialist Practices ▪ Develop a draft of the 2-Year PGP: If multiple teachers are implementing a shared plan, each teacher still needs to complete a PGP for him/herself ◦ Overall Rating of Needs Improvement – Professional Development Plan ◦ Overall Rating of Unsatisfactory – Remediation Plan 	<ul style="list-style-type: none"> • Final Summative Evaluation Form (Form 6) • Self-Assessment Reflection Form (Form 7B) • PGP SMART Goal Worksheet (Form 8B) • PGP Action Plan (Form 8D)

Section 12: TENURED APPRAISAL PROCESS CHART NEEDS IMPROVEMENT

EVALUATION TIMELINE FOR TENURED: NEEDS IMPROVEMENT		
TIME OF YEAR	PROCESS	FORMS (SEE Appraisal System Plan APPENDIX)
Within 30 days of Teacher receiving an Overall Rating of Needs Improvement	<ul style="list-style-type: none"> • Review of District Expectations, FfT Levels of Performance, and Appraisal Operating Principles • Develop Professional Development Plan (PDP) with Teacher/Specialist 	<ul style="list-style-type: none"> • Levels of Performance Rubric & Evidence Summary Form (Form 5) • Professional Development Plan (Form 9D)
By September 1 st of School Year	<ul style="list-style-type: none"> • Confirm implementation of Professional Development Plan with Teacher, Evaluator, and any Certified Staff that will be providing support for the plan 	<ul style="list-style-type: none"> • Levels of Performance Rubric & Evidence Summary Form (Form 5) • Professional Development Plan (Form 9D)
By Winter Break of the School Year	<ul style="list-style-type: none"> • Informal Observations and reflective conversations • At least one Formal Observation before or after winter break (pre-observation conversation, observation on Domain 2 & 3, post-observation conversations) • Mid-Plan Meeting between Evaluator and Certified Teacher 	<ul style="list-style-type: none"> • Informal Observation Form (Form 2) • Formal Pre-Observation Reflection Form (Form 1) • Levels of Performance Rubric & Evidence Summary Form (Form 5) • Formal Post-Observation Reflection Form (Form 3) • Mid-Plan Self-Assessment Form (Form 4)
After Winter Break of School Year	<ul style="list-style-type: none"> • Informal Observations and reflective conversations • At least one Formal Observation before or after winter break (pre-observation conversation, observation on Domain 2 & 3, post-observation conversations) 	<ul style="list-style-type: none"> Informal Observation Form (Form 2) • Formal Pre-Observation Reflection Form (Form 1) • Levels of Performance Rubric & Evidence Summary Form (Form 5) • Formal Post-Observation Reflection Form (Form 3)
45 days before the end of School Year of the Professional Development Plan	<ul style="list-style-type: none"> • Summative Evaluation • Tenured Certified Next Steps <ul style="list-style-type: none"> ○ Overall Rating of Proficient or Excellent – Professional Growth Plan ○ If Summative Rating is not Proficient or Excellent – Remediation Plan unless extenuating circumstances exist 	<ul style="list-style-type: none"> • Final Summative Evaluation Form (Form 6) • Self-Assessment Reflection Form (Form 7B) • PGP SMART Goal Worksheet (Form 8B) • PGP Action Plan (Form 8D)

**Extenuating circumstances: e.g., a change in teaching assignment; personal illness; death in the immediate family*

Section 13: TENURED APPRAISAL PROCESS CHART UNSATISFACTORY

EVALUATION TIMELINE FOR TENURED: UNSATISFACTORY In accordance with Chapter 105s 5/24A-5, of the Illinois School Code		
TIME OF YEAR	PROCESS	FORMS (SEE Appraisal System Plan APPENDIX)
Within 30 school days of Teacher receiving an Overall Rating of Unsatisfactory	<ul style="list-style-type: none"> • Review of the Tenured District Priorities: District Expectations, FfT Levels of Performance, and Appraisal Operating Principles • Develop Remediation Plan with Teacher/Specialist to address deficiencies cited, provided that the deficiencies are remediable • Assign a Consulting Teacher to support Remediation Plan 	<ul style="list-style-type: none"> • Levels of Performance Rubric & Evidence Summary Form (Form 5) • Remediation Plan
At the beginning of the 90 day Remediation Plan	<ul style="list-style-type: none"> • Confirm implementation of Remediation Plan between Teacher/Specialist, Evaluator, and Consulting Teacher 	<ul style="list-style-type: none"> • Levels of Performance Rubric & Evidence Summary Form (Form 5) • Remediation Plan
Before and After the midpoint of the Remediation Plan	<ul style="list-style-type: none"> • Informal Observations and reflective conversations • Optional – One or more Formal Observations (pre-observation conversation, observation on Domain 2 & 3, post-observation conversations) 	<ul style="list-style-type: none"> • Informal Observation Form (Form 2) • Formal Pre-Observation Reflection Form (Form 1) • Levels of Performance Rubric & Evidence Summary Form (Form 5) • Formal Post-Observation Reflection Form (Form 3)
At the midpoint of the Remediation Plan	<ul style="list-style-type: none"> • Summative Evaluation is conducted and reviewed with the Teacher 	<ul style="list-style-type: none"> • Final Summative Evaluation Form (Form 6)
At the conclusion of the Remediation Plan period	<ul style="list-style-type: none"> • Summative Evaluation • Tenured Certified Next Steps <ul style="list-style-type: none"> ◦ Overall Rating of Proficient or Excellent: Professional Growth Plan through reinstatement to the district's evaluation schedule ◦ Overall Rating of Needs Improvement or Unsatisfactory– Recommendation for Dismissal (Section 24-12) 	<ul style="list-style-type: none"> • Final Summative Evaluation Form (Form 6) • Self-Assessment Reflection Form (Form 7B) • PGP SMART Goal Worksheet (Form 8B) • PGP Action Plan (Form 8D)

SECTION 14: FORMAL OBSERVATION & SUMMATIVE CONFERENCE STEPS

Formal Observation Steps

Before the Pre-Conference

- The Teacher completes ***Formal Pre-Observation Reflection Form*** and submits the form to the Evaluator one school day before the Pre-Conference.

Artifact:

- ***Formal Pre-Observation Reflection Form*** (Completed by Teacher)
- ***Student work, handouts, copy of power point, rubrics***, etc. (Shared by Teacher - optional)

During the Pre-Observation Conversation

- Evaluator documents conversation between the Teacher and Evaluator on the ***Levels of Performance Rubric – Evidence Summary Form***.

Before the Post-Observation Conversation:

- The Teacher fills out the ***Formal Post-Observation Reflection Form*** and submits to the Evaluator one day after he/she is observed.
- The Evaluator completes the preliminary ***Levels of Performance Rubrics - Evidence Summary Form*** and submits to the Teacher at least one school day prior to the Post-Conference.

Artifacts:

- ***Formal Post-Observation Reflection Form*** (Completed by Teacher)
- ***Student work, handouts, copy of power point, rubrics***, etc. (shared by Teacher-optional)
- ***Levels of Performance Rubrics - Evidence Summary Form*** (Completed by Evaluator)

During the Post-Conference:

- The Teacher and Evaluator discuss/confirm the ***Formal Post-Observation Reflection Form*** and the preliminary ***Levels of Performance Rubrics - Evidence Summary Form***. The ***Levels of Performance Rubrics - Evidence Summary Form*** can be modified if appropriate during the post conference.

SUMMATIVE CONFERENCE STEPS

- A summative conference will be held following the final formal observation as specified in each Non-tenured and Tenured chart.
- The Teacher and Evaluator will review the completed ***Levels of Performance Rubric & Evidence Summary Form***.
- The Teacher and Evaluator should sign/date the ***Summative Evaluation Form*** that includes the summative ratings in each domain and the overall summative rating. Signature does not confirm agreement or disagreement with individual domain or overall summative rating on the ***Summative Evaluation Form***.

Artifact:

- ***Levels of Performance Rubrics & Evidence Summary Form*** (Completed by Evaluator)
- ***Summative Evaluation Form*** (Completed by Evaluator)

SECTION 15: APPRAISAL SYSTEM DEFINITIONS

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

Consulting Teacher - A Consulting Teacher/Specialist is an educational employee as defined in the Educational Labor Relations Act, has at least five years of experience, and a reasonable familiarity with the assignment of the Teacher/Specialist being evaluated, and who received an "Excellent" rating on his or her most recent evaluation. The Consulting Teacher/Specialist is selected by the Evaluator and is used for the purpose of supporting the Teacher/Specialist during the Remediation Plan.

Differentiated Process- An evaluation process that is responsive to different variations in job assignments, responsibilities and years of experience in Batavia.

Documentation- Evidence that supports or explains a position.

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

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

Evaluator - An administrator who participates in an in-service training on the evaluation of certified personnel provided or approved by ISBE prior to undertaking any evaluation and at least once during each certification renewal cycle. Evaluators must complete and pass a pre-qualification Evaluator program that involves rigorous training and an independent observer's determination of their skill.

Extenuating Circumstances – Critical factors (as determined by Administration) in the Teacher/Specialist's personal or professional life that effect his/her ability to complete the appraisal cycle.

Formal Observation - Formal observations provide the opportunity to reflect on the entire professional performance of a teacher. Formal observations shall be at least 30 minutes in length. Formal observations shall be preceded by a Pre-Observation Conference and followed by a Post- Observation Conference within 5 school days. 1st and 2nd year non-tenured teachers will be formally observed at least two times during the school year. 3rd and 4th year non-tenured teachers will be formally observed at least one time. Additional observations for any non-tenured teacher may be conducted at the discretion of the evaluator.

Tenured certified staff that receive an overall rating of Proficient and Excellent will be formally observed within a two year Professional Growth Plan cycle, with additional formal observation at the discretion of the evaluator. Tenured certified staff with an overall rating of Needs Improvement will be formally observed at least one time within a one year Professional Development Plan cycle, with additional formal observations at the discretion of the evaluator.

Informal Observations - Informal observations provide the opportunity to reflect on the professional performance of a teacher. Informal observations will not include a preconference but will include written feedback to the teacher. Each informal observation will be at least 10 minutes in length.

Levels of Performance Rubric & Evidence Summary Form – Ongoing documentation of professional practices collected and reviewed during an appraisal cycle to support the summative rating

Mid-Point Formative Rating – Preliminary communication of performance across all four domains provided mid-way through the appraisal cycle

SECTION 15: APPRAISAL SYSTEM DEFINITIONS (Cont.)

Performance Ratings (Domain) – Determination of Teacher/Specialist performance in each of the four domains based upon evidence collected during informal and formal observations. According to state requirements, Teacher/Specialist performance shall be rated as: Excellent, Proficient, Needs Improvement or Unsatisfactory.

Performance Ratings (Summative) – Determination of Teacher/Specialist performance based on the ratings earned in each of the four domains. According to state requirements, Teacher/Specialist performance shall be rated as: Excellent, Proficient, Needs Improvement or Unsatisfactory.

Professional Development Plan (PDP) - The Performance and Evaluation Reform Act includes the language regarding the creation of a Professional Development Plan for a Teacher in contractual continued service (tenured) who is rated "Needs Improvement." This Professional Development Plan (PDP):

- is to be created within 30 days after the completion of an evaluation resulting in the "Needs Improvement" rating
- is to be developed by the Evaluator in consultation with the Teacher and take into account the tenured Teacher's on-going professional responsibilities including his/her regular teaching assignments
- is to be directed to the areas that need improvement and include supports that the district will provide to address the performance areas identified as needing improvement
- does not last longer than one year unless extenuating circumstances exist (see definition above)

Professional Growth Plan (PGP)- A two-year plan jointly developed by the Evaluator and Teacher/Specialist, which results in the continuous improvement of student learning. The Evaluator shall be available to provide assistance to the Teacher/Specialist in the development of a professional goal, but the responsibility for developing the steps necessary to achieve the goal shall rest with the Teacher/Specialist. In the unlikely event that the Evaluator and the Teacher/Specialist do not reach mutual agreement, the Evaluator shall be responsible for establishing the goals.

Reflective Conversations - Reflective conversations are a form of collaborative interaction between the teacher and evaluator aimed at improving professional practice.

Remediation Plan - The Performance and Evaluation Reform Act includes language regarding the development of a Remediation Plan for a Teacher/Specialist in contractual continued service (tenured) who is rated "Unsatisfactory" in order to correct deficiencies cited, provided the deficiencies can be remediated. The Remediation Plan (RP):

- is created within 30 days after the completion of an evaluation resulting in a rating of "Unsatisfactory"
- provides for 90 school days of remediation within the classroom
- provides a Consulting Teacher/Specialist (see definition) selected by the Evaluator who participates in developing the remediation plan
- provides at least a mid-point and final evaluation during the remediation period with the final evaluation including a rating and any deficiencies in performance and recommendation for correction being identified
- provides a decision within 10 days after the conclusion of the respective remediation plan (although a district does not lose jurisdiction to discharge a Teacher/Specialist in the event of the evaluation not being issued within 10 days); Teacher/Specialist must receive a rating of Proficient or higher to be reinstated to the evaluation schedule at the end of the remediation plan. If the Teacher/Specialist does not receive a rating of Proficient or higher, the Teacher/Specialist will be subject to dismissal
- provides that the evaluation process for remediation is separate and distinct from required annual evaluations and the forms may be different from district appraisal plan forms.

Summative Conference - A conference whereby the summative rating is provided to the teacher. A summative conference will be in conjunction with either a formal or informal observation. Summative ratings cannot be made prior to the third segment of the evaluation timeline.

Teacher/Specialist - Any and all school district employees regularly required to be certified under laws relating to the certification of Teachers or Specialists included in the bargaining unit.

Appendix

FORM 1:**FORMAL PRE-OBSERVATION REFLECTION FORM**

Teacher:
Grade Level(s):
Observer:

School:
Subject(s):
Date:

Conversation Components		Observable Components	
<i>Domain 1</i> <i>Planning and Preparation</i>	<i>Domain 4</i> <i>Professional Responsibilities</i>	<i>Domain 2</i> <i>Classroom Environment</i>	<i>Domain 3</i> <i>Instruction</i>
1a - Demonstrating Knowledge of Content and Pedagogy 1b - Demonstrating Knowledge of Students 1c - Setting Instructional Outcomes 1d - Demonstrating Knowledge of Resources 1e - Designing Coherent Instruction 1f - Designing Student Assessments	4a - Reflection on Teaching 4b - Maintaining Accurate Records 4c - Communicating with Families 4d - Participating in a Professional Community 4e - Growing and Developing Professionally 4f - Showing Professionalism	2a - Creating an Environment of Respect and Rapport 2b - Establishing a Culture for Learning 2c - Managing Classroom Procedures 2d - Managing Student Behavior 2e - Organizing Physical Space	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

Demonstrating knowledge of students (Domain 1)

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

- How will you differentiate instruction to meet the needs of your students (1b, 1e)?

Clarify goals for student learning and context for the lesson (Domain 1)

- What objective(s) will you focus on in this lesson? How did you determine the objective(s) (1c)?

Determine evidence of success and student achievement (Domain 1).

- How will you assess student learning? Describe the specific technique(s) you plan to use (1f)?

Explore planning, including teaching strategies, resources and decisions made (Domain 1).

- What structure, pacing, and materials do you plan to use to engage students in the given objective(s) (1e)?

FORM 1: FORMAL PRE-OBSERVATION REFLECTION FORM (Cont.)

Identify priority observation focus for data collection (Domain 2 and 3).

- What (if any) areas that you have been working on in your classroom would you like me to additionally observe?

Additional questions regarding Professional Responsibilities (Domain 4)

- How has this lesson been influenced by collaboration with other teachers? How has involvement in different professional activities helped you to develop this lesson (4c, 4d)?

FORM 2:

INFORMAL OBSERVATION FORM

Teacher:

Date/Time:

Evaluator:

Subject/Setting:

Conversation Components		Observable Components	
Domain 1 <i>Planning and Preparation</i>	Domain 4 <i>Professional Responsibilities</i>	Domain 2 <i>Classroom Environment</i>	Domain 3 <i>Instruction</i>
1a - Demonstrating Knowledge of Content and Pedagogy 1b - Demonstrating Knowledge of Students 1c - Setting Instructional Outcomes 1d - Demonstrating Knowledge of Resources 1e - Designing Coherent Instruction 1f - Designing Student Assessments	4a - Reflection on Teaching 4b - Maintaining Accurate Records 4c - Communicating with Families 4d - Participating in a Professional Community 4e - Growing and Developing Professionally 4f - Showing Professionalism	2a - Creating an Environment of Respect and Rapport 2b - Establishing a Culture for Learning 2c - Managing Classroom Procedures 2d - Managing Student Behavior 2e - Organizing Physical Space	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

Type of Observation:

Announced Unannounced Teacher/Specialist Invitation

Time	Actions & Statements/Questions	Domain/Component(s)

FORM 3:**FORMAL POST-OBSERVATION REFLECTION FORM**

Teacher:
Grade Level(s):
Observer:

School:
Subject(s)/Class:
Date of Observation:

Conversation Components		Observable Components	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 Classroom Environment</i>	<i>Domain 3 Instruction</i>
1a – Demonstrating Knowledge of Content and Pedagogy 1b – Demonstrating Knowledge of Students 1c – Setting Instructional Outcomes 1d – Demonstrating Knowledge of Resources 1e – Designing Coherent Instruction 1f – Designing Student Assessments	4a – Reflecting on Teaching 4b – Maintaining Accurate Records 4c – Communicating with Families 4d – Participating in a Professional Community 4e – Growing and Developing Professionally 4f - Professionalism	2a - Creating an Environment of Respect and Rapport 2b – Establishing a Culture for Learning 2c – Managing Classroom Procedures 2d - Managing Student Behavior 2e – Organizing Physical Space	3a - Communicating with Students 3b – Using Questioning and Discussion Techniques 3c – Engaging Student in Learning 3d – Using Assessment in Instruction 3e – Demonstrating Flexibility and Responsiveness

After reflecting upon the lesson, the teacher responds to the following questions and submits this form to the Evaluator one school day prior to the Post-Observation Conference between the Teacher and the Evaluator.

1. In general, how successful was the lesson?
2. Did the students learn what you intended them to learn? What evidence do you have that the student learning targets were met? (Domain 3: Instruction)
3. Comment on how your classroom procedures and environment contribute to student learning. (Domain 2: The Classroom Environment)
4. Describe the different aspects of your instructional delivery (e.g., activities, grouping, strategies, grouping). To what extent were these effective? (Domain 3: Instruction)
5. After reflecting on this lesson:
 - a. What did you learn from this lesson that will help you improve your teaching in the future? (Component 4a: Professional Responsibilities)
 - b. What do you hope to be able to share with your colleagues after teaching this lesson? (Component 4d: Professional Responsibility)
 - c. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently? (Component 4a: Professional Responsibility)
6. Thinking beyond the classroom, how have you continued to communicate and connect with the students' families to help build a link between home and school? How has family information continued to influence your classroom management and instructional decisions with individual students? (Component 4c: Communicating with Families)
7. As appropriate, give an example(s) of a leadership role you have taken on this year? (Components 4d, Participating in A Professional Community, 4e: Growing and Developing Professionally, 4f: Showing Professionalism)
8. In what ways have you pursued ongoing professional growth and development to support student learning? (Component 4e: Growing & Developing Professionally, Component 4f: Showing Professionalism)

Complete the following at the Mid-Point of the Appraisal Process

Assess your professional practice in each of the domains:

Domain 1:

Domain 2:

Domain 3:

Domain 4:

Name of Teacher: _____

Name of Evaluator(s): _____

FORM 5A:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM Domain 1 for Teachers: Planning and Preparation

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Basic)	Proficient (Proficient)	Excellent (Distinguished)
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
1d Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a clear structure and is recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students, and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.

FORM 5A:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 1**

1f Designing Student Assessments <p>The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.</p>	<p>The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.</p> <p>Domain 1 Planning & Preparation Documentation:</p>	<p>Domain 1 Planning and Preparation Strengths:</p>	<p>Domain 1 Mid-Point Formative Rating: <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Excellent</p>
			<p style="text-align: right;">DRAFT 77</p>

FORM 5A:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM Domain 2 for Teachers: Classroom Environment

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Basic)	Proficient (Proficient)	Excellent (Distinguished)
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
2b Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.
2c Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and supplies, and performance of non-instructional duties.	Some instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
2d Managing Student Behavior	There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

FORM 5A:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 2 (Cont.)**

Domain 2 Classroom Environment Documentation:

Domain 2 Classroom Environment Strengths:

Domain 2 Classroom Environment Areas of Growth:

Domain 2 Mid-Point Formative Rating:	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
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FORM 5A:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM Domain 3 for Teachers: *Instruction*

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Basic)	Proficient (Proficient)	Excellent (Distinguished)
3a Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.
3b Using Questioning and Discussion Techniques	The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
3c Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources.
3e Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

FORM 5A:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 3**

Domain 3 Instruction Documentation:

Domain 3 Instruction Strengths:

Domain 3 Instruction Areas of Growth:

- | | | | | |
|--------------------------------------|---|--|-------------------------------------|------------------------------------|
| Domain 3 Mid-Point Formative Rating: | <input type="checkbox"/> Unsatisfactory | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Proficient | <input type="checkbox"/> Excellent |
|--------------------------------------|---|--|-------------------------------------|------------------------------------|

FORM 5A:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM Domain 4 for Teachers: Professional Responsibilities

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Basic)	Proficient (Proficient)	Excellent (Distinguished)
4a Reflection on Teaching	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
4b Maintaining Accurate Records	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance.
4c Communicating with Families	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.
4d Participating in a Professional Community	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.
4e Growing and Developing Professionally	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.
4f Showing Professionalism	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The teacher is proactive & assumes a leadership role in making sure that school practices & procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct & takes a leadership role in seeing that colleagues comply with school & district regulations.

FORM 5A:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 4**

Domain 4 Professional Responsibilities Documentation:

Domain 4 Professional Responsibilities Strengths:

Domain 4 Professional Responsibilities Areas of Growth:

Domain 4 Mid-Point Formative Rating:	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
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Name of Teacher: _____

Name of Evaluator(s): _____

FORM 5B:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM
Department Chair

Component	Unsatisfactory <i>(Unsatisfactory)</i>	Needs Improvement <i>(Basic)</i>	Proficient <i>(Proficient)</i>	Excellent <i>(Distinguished)</i>
1a: Demonstrating knowledge of current trends in specialty area	Department chair demonstrates little or no familiarity with specialty area	Department chair demonstrates basic familiarity with specialty area	Department chair demonstrates thorough knowledge of specialty area	Department chair's knowledge of specialty area is wide and deep; department chair is regarded as an expert by colleagues.
2a: Creating a n environment of trust and respect	Teachers are reluctant to request assistance from the department chair, fearing that such a request will be treated as a sign of deficiency.	Relationships with the department chair are cordial; teachers don't resist initiatives established by the Department chair.	Relationships with the Department chair are respectful, with some contacts initiated by teachers.	Relationships with the department chair are highly respectful and trusting, with many contacts initiated by teachers.
2b: Establishing a culture for on-going instructional improvement	Department chair conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the department chair.	Department chair promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Department chair has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the department chair.
3a: Collaborating with teachers in the design of instructional units and lessons.	Department chair declines to collaborate with classroom teachers in the design of instructional lessons and units.	Department chair collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Department chair initiates collaboration with classroom teachers in the design of instructional lessons and units.	Department chair initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3b: Engaging teachers in learning new instructional skills	Teachers decline opportunities to engage in professional learning.	Department chair's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
3d: Locating resources for teachers to support instructional improvement	Department chair fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Department chair's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Department chair locates resources for instructional improvement for teachers when asked to do so.	Department chair is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
4b: Preparing and submitting budgets and reports	Department chair does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Department chair's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Department chair's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Department chair anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.

FORM 5B:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Department Chair (cont.)**

4c: Coordinating work with other department chairs	Department chair makes no effort to collaborate with other department chairs within the district.	Department chair responds positively to the efforts of other department chairs within the district to collaborate.	Department chair initiates efforts to collaborate with other department chairs within the district.	Department chair takes a leadership role in coordinating projects with other department chairs within and beyond the district.
4d: Participating in a professional community	Department chair's relationships with colleagues are negative or self-serving, and the department chair avoids being involved in school and district events and projects.	Department chair's relationships with colleagues are cordial, and the department chair participates in school and district events and projects when specifically requested.	Department chair participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Department chair makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4f: Showing professionalism, including integrity and confidentiality	Department chair displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Department chair is honest in interactions with colleagues and respects norms of confidentiality.	Department chair displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Department chair can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.
Domains Documentation:				
Domains Areas of Strength:				
Domain 4 Mid-Point Formative Rating:				<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Excellent
Domain Areas of Growth:				

Name of Teacher: _____

Name of Evaluator(s): _____

FORM 5C:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM
Domain 1 for Instructional Specialists: Planning and Preparation

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Basic)	Proficient (Proficient)	Excellent (Distinguished)
1a: Demonstrating knowledge of current trends in specialty area and professional development	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served	Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
1d: Demonstrating knowledge of resources both within and beyond the school and district	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
1e: Planning the instructional support program, integrated with the overall school program	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.

FORM 5C:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 1**

<p>1f: Developing a plan to evaluate the instructional support program</p> <p>Domain 1 Planning & Preparation Documentation:</p>	<p>Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.</p> <p>Instructional specialist has a rudimentary plan to evaluate the instructional support - program.</p>	<p>Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.</p> <p>Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.</p>
<p>Domain 1 Planning and Preparation Strengths:</p> <p>Domain 1 Planning and Preparation Areas of Growth:</p> <p>Domain 1 Mid-Point Formative Rating:</p> <p><input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Excellent</p>		

FORM 5C:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM Domain 2 for Instructional Specialists: *The Environment*

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

Domain 2 The Environment Documentation:

Domain 2 The Environment Strengths:

Domain 2 The Environment Areas of Growth:

Domain 2 Mid-Point Formative Rating: Unsatisfactory Needs Improvement Proficient Excellent

FORM 5C:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 2 (Cont.)

FORM 5C:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM
Domain 3 for Instructional Specialists: Delivery of Service

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

FORM 5C:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 3**

Domain 3 Delivery of Service Documentation:

Domain 3 Delivery of Service Strengths:

<input type="checkbox"/>	Needs Improvement
<input type="checkbox"/>	Unsatisfactory
<input type="checkbox"/>	Proficient
<input type="checkbox"/>	Excellent

Domain 3 Delivery of Service Areas of Growth:

<input type="checkbox"/>	Needs Improvement
<input type="checkbox"/>	Unsatisfactory
<input type="checkbox"/>	Proficient
<input type="checkbox"/>	Excellent

Domain 3 Mid-Point Formative Rating:

<input type="checkbox"/>	Needs Improvement
<input type="checkbox"/>	Unsatisfactory
<input type="checkbox"/>	Proficient
<input type="checkbox"/>	Excellent

FORM 5C:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM Domain 4 for Instructional Specialists: Professional Responsibilities

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

FORM 5C:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 4**

Domain 4 Professional Responsibilities Documentation:

Domain 4 Professional Responsibilities Strengths:**Domain 4 Professional Responsibilities Areas of Growth:**

Domain 4 Mid-Point Formative Rating:	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
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Name of Teacher: _____
Name of Evaluator(s): _____

FORM 5D:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM Domain 1 for Library/Media Specialists: Planning and Preparation

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

FORM 5D:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 1**

1f: Developing a plan to evaluate the library/media program	<p>Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.</p> <p>Domain 1 Planning & Preparation Documentation:</p>	<p>Library/media specialist has a rudimentary plan to evaluate the library/media program.</p>	<p>Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.</p>
		<p>Domain 1 Planning and Preparation Strengths:</p>	<p>Domain 1 Planning and Preparation Areas of Growth:</p>

Domain 1 Mid-Point Formative Rating: **Unsatisfactory** **Proficient** **Excellent**

FORM 5D:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM Domain 2 for Library/Media Specialists: *The Environment*

Component	Unsatisfactory (<i>Unsatisfactory</i>)	Needs Improvement (<i>Basic</i>)	Proficient (<i>Proficient</i>)	Excellent (<i>Distinguished</i>)
2a: Creating an environment of respect and rapport	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students & among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
2b: Establishing a culture for investigation and love of literature	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students & colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
2c: Establishing and maintaining library - procedures	Media center routines & procedures (i.e., for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines & procedures (i.e., for circulation of materials, independent working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines & procedures (i.e., for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines & procedures (i.e., for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and responsive to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: Organizing physical space to enable smooth flow	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, & general confusion	Library/media specialist makes effective use of the physical environment, are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive & inviting.

FORM 5D:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 1 (Cont.)****Domain 2 The Environment Documentation:** Excellent Proficient Needs Improvement Unsatisfactory Mid-Point Formative Rating:**Domain 2 The Environment Strengths:****Domain 2 The Environment Areas of Growth:**

FORM 5D:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM Domain 3 for Library/Media Specialists: Delivery of Service

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

FORM 5D:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 3****Domain 3 Delivery of Service Documentation:**

Domain 3 Delivery of Service Strengths:	Domain 3 Delivery of Service Areas of Growth:	Domain 3 Mid-Point Formative Rating: <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Excellent
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FORM 5D:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM Domain 4 for Library/Media Specialists: Professional Responsibilities

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Basic)	Proficient (Proficient)	Excellent (Distinguished)
4a: Reflecting on practice	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b: Preparing and submitting reports and budgets	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
4c: Communicating with the larger community	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
4d: Participating in a professional community	Library/media specialist's relationships with colleagues are negative or self-serving, & the specialist avoids being involved in school & district events & projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

FORM 5D:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 4****Domain 4 Professional Responsibilities Documentation:****Domain 4 Professional Responsibilities Strengths:****Domain 4 Professional Responsibilities Areas of Growth:**

Domain 4 Mid-Point Formative Rating:	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
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Name of Teacher: _____

Name of Evaluator(s): _____

FORM 6E:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM

Domain 1 for School Nurses: Planning and Preparation

Component	Unsatisfactory (<i>Unsatisfactory</i>)	Needs Improvement (<i>Basic</i>)	Proficient (<i>Proficient</i>)	Excellent (<i>Distinguished</i>)
1a: Demonstrating medical knowledge and skill in nursing techniques	Nurse demonstrates little understanding of medical knowledge and nursing techniques.	Nurse demonstrates basic understanding of medical knowledge and nursing techniques.	Nurse demonstrates understanding of medical knowledge and nursing techniques.	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques.
1b: Demonstrating knowledge of child and adolescent development	Nurse displays little or no knowledge of child and adolescent development.	Nurse displays partial knowledge of child and adolescent development.	Nurse displays accurate understanding of the typical developmental 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, nurse displays knowledge of the extent to which individual students follow the general patterns.
1d: Demonstrating knowledge of government, community, and district regulations and resources	Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.
1e: Planning the nursing program for both individuals and groups of students, integrated with the regular school program	Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Nurse's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Nurse has developed a plan that includes the important aspects of work in the setting.	Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f: Developing a plan to evaluate the nursing program	Nurse has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Nurse has a rudimentary plan to evaluate the nursing program.	Nurse'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.	Nurse's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

FORM 6E:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 1****Domain 1 Planning & Preparation Documentation:****Domain 1 Planning and Preparation Strengths:****Domain 1 Planning and Preparation Areas of Growth:** Excellent Proficient Needs Improvement Unsatisfactory Needs Improvement

FORM 5E

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM Domain 2 for School Nurses: *The Environment*

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Basic)	Proficient (Proficient)	Excellent (Distinguished)
2a: Creating an environment of respect and rapport	Nurse's interactions with at least some students/staff are negative or inappropriate.	Nurse's interactions with students/staff are a mix of positive and negative.	Nurse's interactions with students/staff are positive and respectful.	Students/staff seek out the nurse, reflecting a high degree of comfort and trust in the relationship.
2b: Establishing a culture for health and wellness	Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers.	Nurse attempts to promote a culture throughout the school for health and wellness are partially successful.	Nurse promotes a culture throughout the school for health and wellness.	The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students.
2c: Following health protocols and procedures	Nurse's procedures for the nursing office are nonexistent or in disarray.	Nurse has rudimentary and partially successful procedures for the nursing office.	Nurse's procedures for the nursing office work effectively.	Nurse's procedures for the nursing office are seamless, anticipating unexpected situations.
2d: Supervising health associates	No guidelines for delegated duties have been established, or the guidelines are unclear. Nurse does not monitor associates' activities.	Nurse's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors associates' activities sporadically.	Nurse has established guidelines for delegated duties and monitors associates' activities.	Associates work independently, indicating clear guidelines for their work. Nurse's supervision is subtle and professional.
2e: Organizing physical space	Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored.	Nurse's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find.	Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized.	Nurse's office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized.

FORM 5E:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 1 (Cont.)**

Domain 2 The Environment Documentation:

Domain 2 The Environment Strengths:

Domain 2 The Environment Areas of Growth:

Domain 2 Mid-Point Formative Rating: Unsatisfactory Needs Improvement Proficient Excellent

FORM 5E:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM
Domain 3 for School Nurses: Delivery of Service

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Basic)	Proficient (Proficient)	Excellent (Distinguished)
3a: Assessing student needs	Nurse does not assess student needs, or the assessments result in inaccurate conclusions.	Nurse's assessments of student needs are perfunctory.	Nurse assesses student needs and knows the range of student needs in the school	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.
3b: Administering medications to students	Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals, but signed release forms are not conveniently stored.	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed.	Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.
3c: Promoting wellness through classes or classroom presentations	Nurse's work with students in classes fails to promote wellness.	Nurse's efforts to promote wellness through classroom presentations are partially effective.	Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.	Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle.
3d: Managing emergency situations	Nurse has no contingency plans for emergency situations.	Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.	Nurse's plans for emergency situations have been developed for many situations.	Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies.
3e: Demonstrating flexibility and responsiveness	Nurse adheres to the plan or program, in spite of evidence of its inadequacy.	Nurse makes modest changes in the nursing program when confronted with evidence of the need for change.	Nurse makes revisions in the nursing program when they are needed.	Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, or teacher input.
3f: Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs	Nurse declines to collaborate with classroom teachers to develop specialized educational programs.	Nurse collaborates with classroom teachers in developing instructional lessons and units when specifically asked to do so.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units, locating additional resources for outside the school.

FORM 5E:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 3****Domain 3 Delivery of Service Documentation:****Domain 3 Delivery of Service Strengths:****Domain 3 Delivery of Service Areas of Growth:**

Domain 3 Mid-Point Formative Rating:	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
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FORM 5E:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM Domain 4 for School Nurses: Professional Responsibilities

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Basic)	Proficient (Proficient)	Excellent (Distinguished)
4a: Reflecting on practice	Nurse does not reflect on practice, or the reflections are inaccurate or self-serving.	Nurse'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.	Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved.	Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on a extensive repertoire to suggest alternative strategies.
4b: Maintaining health records in accordance with policy and submitting reports in a timely fashion	Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Nurse's reports, records, and documentation are generally accurate, but are occasionally late.	Nurse's reports, records, and documentation are accurate and are submitted in a timely manner.	Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.
4c: Communicating with families	Nurse provides no information to families, either about the nursing program as a whole or about individual students.	Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students.	Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students.	Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means.
4d: Participating in a professional community	Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district events and projects.	Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so.	Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Nurse makes a substantial contribution to school and district events and projects and assumes leadership role with colleagues.
4e: Engaging in professional development	Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.	Nurse's participation in professional development activities is limited to those that are convenient or are required.	Nurse seeks out opportunities for professional development bases on a individual assessment of need.	Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Nurse displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Nurse is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Nurse displays high standards on honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Nurse 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.

FORM 5E:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 4**

Domain 4 Professional Responsibilities Documentation:

Domain 4 Professional Responsibilities Strengths:

Domain 4 Professional Responsibilities Areas of Growth:

Domain 4 Mid-Point Formative Rating:	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
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Name of Teacher: _____

Name of Evaluator(s): _____

FORM 5F:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM Domain 1 for Speech & Language Pathologists: Planning and Preparation

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Basic)	Proficient (Proficient)	Excellent (Distinguished)
1a: Demonstrating knowledge and skill in speech & language therapy as it relates to education in the areas of : • Articulation • Phonology • Apraxia- Language-Receptive & Expressive, pragmatics, assistive technology, PECS • Fluency • Voice	Specialist demonstrates little or no knowledge and skill in speech-language therapy. Does not maintain CEU requirements.	Specialist demonstrates basic knowledge and skill in speech-language therapy. Maintains required number of CEUs.	Specialist demonstrates thorough knowledge and skill in speech-language therapy. Maintains ASHA Certificate of Clinical Competence	Specialist demonstrates extensive knowledge and skill in speech-language therapy. ACE Additional endorsements Additional academic degree Acquires more than .6CEUs beyond minimal requirements.
1b: Establishing goals for the therapy program appropriate to the setting and the students served	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 the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school, the age of the students, and the curricular needs.	Specialist's goals for the therapy program are highly appropriate to the situation in the school, the age of the students, and the curricular needs, and have been developed following consultations with administrators and teachers.
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines	Specialist demonstrates little or no knowledge of special education laws and procedures. Does not adhere to mandated IEP requirements for evaluation and implementation.	Specialist demonstrates basic knowledge of special education laws and procedures. Unable to complete IEP requirements and meeting without supervision. IEP may consistently omit information.	Specialist demonstrates thorough knowledge of special education laws and procedures. IEPs are complete, and meet all mandated requirements. They are completed in a timely and efficient manner.	Specialist's knowledge of special education laws and procedures is extensive. Specialist participates in district initiatives for establishing policies to maintain accordance with legal mandates.
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Specialist demonstrates little or no knowledge of resources for students available through the school or district. Is not willing to investigate outside resources.	Specialist demonstrates basic knowledge of resources for students available through the school or district. Consults with colleagues for appropriate resources.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district. Provide basic resources upon request.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. Provides multiple and specific resources.
1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes some worthwhile activities, but don't fit with the identified goals.	Specialist has developed a plan that supports all identified individual needs of students.	Specialist's plan serves to support students individually, within the broader educational program.

FORM 5F:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 1**

1f: Developing a plan to evaluate a therapy program	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 evaluation plan is highly sophisticated, with scientific sources of evidence and a clear path toward improving the program on an ongoing basis.
Domain 1 Planning & Preparation Documentation:			
Domain 1 Planning and Preparation Strengths:			
Domain 1 Planning and Preparation Areas of Growth:			
Domain 1 Mid-Point Formative Rating:		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement
		<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent

FORM 5F:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM
Domain 2 for Speech & Language Pathologists: The Environment

Component	Needs Improvement (Basic)	Proficient (Proficient)	Excellent (Distinguished)
2a: Establishing rapport with students	Specialist's interactions with students are negative or inappropriate; Specialist does not adapt/modify interactions with the student to increase student comfort level.	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; Specialist utilizes multiple adaptations/modifications to increase student comfort level.
2b: Organizing time effectively	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 and timely manner.
2c: Establishing and maintaining clear procedures for referrals	Does not understand or communicate the procedures for referrals.	Specialist understands the established procedures for referrals and screenings, but does not consistently follow and communicate the outlined procedure.	Specialist understands the established procedures for referrals and screenings, and consistently follows and communicates the outlined procedure.
2d: Establishing standards of conduct in the therapy and assessment settings	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 therapy and assessment settings. Specialist's interventions to correct /shape negative student behavior during evaluation and treatment are inconsistent.	Standards of conduct have been established for the therapy and assessment settings. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.
2e: Organizing physical space for testing of students and providing therapy	The therapy and assessment setting is disorganized and poorly suited to working with students. Materials are not readily available for use.	The therapy and assessment setting is moderately well organized and moderately well suited to working with students. Materials are sometimes difficult to find when needed.	The therapy and assessment setting is well organized; materials are organized and available when needed.

FORM 5F:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 1 (Cont.)**

Domain 2 The Environment Documentation:

Domain 2 The Environment Strengths:

Domain 2 The Environment Areas of Growth:

- Domain 2 Mid-Point Formative Rating: Unsatisfactory Needs Improvement Proficient Excellent

FORM 5F:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM Domain 3 for Speech & Language Pathologists: Delivery of Service

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Basic)	Proficient (Proficient)	Excellent (Distinguished)
3a: Responding to referrals and evaluating student needs	Specialist fails to respond to referrals or makes incomplete assessments of student needs.	Specialist responds to referrals and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist seeks out referrals as appropriate by consultation with teachers, and makes highly competent assessments of student needs.
3b: Developing and implementing treatment plans to maximize students' success	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, including the general education curriculum and student self assessment.
3c: Communicating with families	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.
3d: Collecting information, interpretation of data, writing reports, communicating results	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate.	Specialist collects most of the important information on which to base treatment plans; reports are accurate and appropriately communicated to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriately communicated to the audience.	Specialist collects important information, conducting observations and interviewing teachers and parents if necessary; reports are accurate and clearly expressed, both orally and in writing, and is tailored for the audience.
3e: Demonstrating flexibility and responsiveness	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist consults with colleagues for recommendations regarding appropriate changes in the treatment program when presented 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 response to student, parent, or teacher input.

FORM 5F:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 3****Domain 3 Delivery of Service Documentation:****Domain 3 Delivery of Service Strengths:****Domain 3 Delivery of Service Areas of Growth:**

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|---|---|--|-------------------------------------|------------------------------------|
| Domain 3 Mid-Point Formative Rating: | <input type="checkbox"/> Unsatisfactory | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Proficient | <input type="checkbox"/> Excellent |
|---|---|--|-------------------------------------|------------------------------------|

FORM 5F:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM Domain 4 for Speech & Language Pathologists: Professional Responsibilities

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Basic)	Proficient (Proficient)	Excellent (Distinguished)
4a: Reflecting on practice	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 general 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.
4b: Collaborating with staff and administrators	Specialist is not available to staff and administrators for questions and planning and declines to provide resource material when requested.	Specialist is available to staff and administrators for questions and planning and provides resource material when requested.	Specialist initiates contact with staff and administrators to confer regarding individual cases.	Specialist seeks out staff, administrators, and other professionals regarding cases, soliciting their perspectives on individual students and incorporates that information into appropriate planning, treatment, and/or assessment.
4c: Maintaining an effective data-management system	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 inconsistently uses it to document performance and/or to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress consistently uses system to document performance; and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it document performance and to adjust treatment when needed.
4d: Participating in a professional community	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's maintains positive and productive relationships with colleagues. Specialist participates actively in school and district events and projects.	Specialist makes a substantial contribution to school and district events and projects. Specialist assumes leadership role with colleagues.
4e: Engaging In professional development	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.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities. Specialist provides opportunities for professional growth to colleagues through a variety of activities which may include workshops or services.
4d: Participating in a professional community	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's maintains positive and productive relationships with colleagues. Specialist participates actively in school and district events and projects.	Specialist makes a substantial contribution to school and district events and projects. Specialist assumes leadership role with colleagues.

FORM 5F:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 4****Domain 4 Professional Responsibilities Documentation:****Domain 4 Professional Responsibilities Strengths:****Domain 4 Professional Responsibilities Areas of Growth:**

Domain 4 Mid-Point Formative Rating:	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
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Name of Teacher:

Name of Evaluator(s):

FORM 5G:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM
Domain 1 for Social Workers: Planning and Preparation

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Basic)	Proficient (Proficient)	Excellent (Distinguished)
1a: Demonstrating knowledge of School Social Work <ul style="list-style-type: none"> • Professional Role • Direct Service • Crisis Intervention • Community Resources • Consultation • Cultural, racial, and ethnic diversity • Needs of at-risk children & children with disabilities • Environmental & biological factors that affect children's ability to function effectively in school 	School social worker displays little understanding of the knowledge of school social work.	School social worker displays basic knowledge of school social work, but does not take a systems view of the student's needs in the schools and districts mission.	School social worker demonstrates solid understanding of the school social work profession and takes a systems view of the student's needs.	School social worker's knowledge of the school social work profession is extensive, showing evidence of a continuing search of improved practice. School social worker actively seeks opportunities to share his/her knowledge with other social work colleagues, teachers, administrators, parents and the community at-large.
1b: Demonstrating knowledge of child and adolescent development and psychopathology <ul style="list-style-type: none"> • Enhancing the development of wellness, social skills, & life competencies; enhancing the development of cognitive & academic skills 	School social worker demonstrates little or no knowledge of child and adolescent development and psychopathology.	School social worker demonstrates basic knowledge of child and adolescent development and psychopathology.	School social worker demonstrates thorough knowledge of child and adolescent development and psychopathology.	School social worker demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
1c: Demonstrating knowledge of diagnostic procedures <ul style="list-style-type: none"> • Knowledge of characteristics of typical and atypical development within specific age range 	School social worker uses little or no diagnostic process in an attempt to acquire knowledge and understanding of student behavior and planning for student needs.	School social worker applies a partial or basic diagnostic process in an attempt to acquire knowledge and understanding of student behavior and planning for student needs.	School social worker demonstrates solid understanding and application of a diagnostic process in an attempt to acquire knowledge and understanding of student behavior and planning for student needs.	School social worker demonstrates solid understanding and application of a diagnostic process and integrates this diagnosis into systems planning for student needs in the district, school and/or community.

FORM 5G:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 1 (Cont.)**

1d: Developing Services and Goals <ul style="list-style-type: none"> Student and family collaboration Clearly stated and measurable 	School social worker's goals are unsuitable for students in an education setting with no student and/or family collaboration and they do not permit viable methods of assessment.	<p>School social worker's goals for students are of moderate value, appropriate to an educational setting with limited student and/or family collaboration. Some goals may provide limited opportunities for insight and permit viable methods of assessment.</p> <p>School social worker is fully aware of school, district, and community resources available for clinical needs, and knows how to gain access to these resources for themselves and for students who need them. In addition, the social worker actively attempts to build resources for clinical needs for themselves or for their students in the school or community.</p> <p>School social worker has a rudimentary plan to evaluate the school social work services.</p> <p>School social worker's plan to evaluate services is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.</p>
1e: Demonstrating knowledge of resources <ul style="list-style-type: none"> Aware of school, district & community resources Knows how to gain access to these resources 	School social worker is unaware of school, district and community resources available either for themselves or for students who need them.	<p>School social worker displays limited knowledge of school, district, and community resources available either for themselves or for students who need them.</p>
1f: Developing a plan to evaluate the school social work services <ul style="list-style-type: none"> Data-based decision making & accountability 	School social worker has no plan to evaluate school social work services or resists suggestions that such an evaluation is important.	<p>School social worker's evaluation plan is highly sophisticated, data-based sources of evidence using advanced technological applications with a clear path toward improving the program on an ongoing basis.</p>

FORM 5G:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 1 (Cont.)**

Domain 1 Planning & Preparation Documentation:

Domain 1 Planning and Preparation Strengths:

Domain 1 Planning and Preparation Areas of Growth:

- | | | | | |
|--------------------------------------|---|--|-------------------------------------|------------------------------------|
| Domain 1 Mid-Point Formative Rating: | <input type="checkbox"/> Unsatisfactory | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Proficient | <input type="checkbox"/> Excellent |
|--------------------------------------|---|--|-------------------------------------|------------------------------------|

FORM 5G:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM

Domain 2 for Social Workers: The Environment

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Basic)	Proficient (Proficient)	Excellent (Distinguished)
2a: Creating an environment with Respect and Rapport <ul style="list-style-type: none"> • Interactions with students, parents, school personnel, and community 	School social worker interactions with students, parents, school personnel and community agencies are negative or inappropriate.	School social worker interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	School social worker interactions reflect general warmth and caring and are respectful of cultural and developmental differences among individual and groups of students.	School social worker interactions are highly respectful, reflecting genuine warmth and caring towards students.
2b: Establishing a culture for positive mental health throughout the school <ul style="list-style-type: none"> • Enhancing the Development of Wellness, Social Skills & Life Competencies; Systems-based service delivery 	School social worker makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	School social worker attempts to promote a culture throughout the school for positive mental health in the school among students and teachers.	School social worker promotes a culture throughout the school for positive mental health in the school among students and teachers.	School social worker enhances a culture throughout the school for positive mental health in the school among students and teachers.
2c: Organizing physical space for assessment, collaboration, and intervention, and storage of materials to maximize student instruction. <ul style="list-style-type: none"> • Technological applications; professional, legal, ethical, and social responsibility 	School social workers environment is disorganized and poorly suited to the needs of the situation. Materials are not stored in a secure location and are difficult to find when needed.	Materials in School social workers environment are stored securely, but are not completely well organized, and are difficult to find when needed.	Materials in School social workers environment are well organized; materials are stored in a secure location and are available when needed.	School social workers environment is highly organized and is inviting to students, staff, and parents. Materials are stored in a secure location and are convenient when needed.

FORM 5G:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 1 (Cont.)**

Domain 2 The Environment Documentation:

Domain 2 The Environment Strengths:**Domain 2 The Environment Areas of Growth:**

Domain 2 Mid-Point Formative Rating: Unsatisfactory Needs Improvement Proficient Excellent

FORM 5G:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM
Domain 3 for Social Workers: Delivery of Services

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Basic)	Proficient (Proficient)	Excellent (Distinguished)
3a: Communicating clearly and accurately <ul style="list-style-type: none"> Communicating directions, expectations and information appropriate for students in individual, small group, and/or class settings Oral/visual and written communication 	School social worker's oral/visual and/or written communication are unclear or inappropriate to students.	School social worker's oral/visual and/or written communication may not be completely appropriate or may require further explanation to avoid confusion.	School social worker communicates clearly and appropriately to students, orally/visually and/or in writing.	School social worker's oral/visual and/or written communication is clear and appropriate, anticipating possible student misconception.
3b: Using questions and discussion techniques appropriate for individual, small group, and/or class settings <ul style="list-style-type: none"> Quality of questions Discussion techniques Student participation 	School social worker makes poor use of questioning and discussion techniques limiting student participation and discussion.	School social worker's use of questioning and discussion techniques is uneven, with some attempts at discussion and moderate student participation.	School social worker's consistent use of questioning and discussion techniques encourages open and appropriate discussion and full participation by all students.	School social worker's use of questioning and discussion techniques fosters student self-direction and responsibility for growth.
3c: Engaging students <ul style="list-style-type: none"> Builds on student strengths Student planning of learning expectations Student participation 	Students are not engaged. Content lacks relevance to students' experience and needs. School social worker uses inappropriate activities and materials. There is no opportunity to demonstrate student's strengths.	Students are partially engaged. Content is limited in its relevancy to student's experience and needs. Activities/materials are of uneven quality and there are inconsistent opportunities to demonstrate strengths.	Students are engaged. School social worker's use of activities, materials and content is relevant. There are consistent opportunities for student to demonstrate strengths.	Students are highly engaged and initiate discussion and activities that foster personal growth.
3d: Providing feedback to students <ul style="list-style-type: none"> Quality Timeliness 	School social worker's feedback to students is not relevant, constructive or specific. Feedback is not given in a timely manner.	School social worker's feedback is at times relevant, constructive and specific. Timeliness of feedback is inconsistent.	School social worker's feedback is consistently relevant, constructive, specific and timely.	School social worker's feedback is consistently relevant, constructive, specific and timely. Students make use of feedback for personal growth.
3e: Maintaining contact with physicians and community mental health service providers <ul style="list-style-type: none"> Systems-based service delivery 	School social worker declines to maintain contact with physicians and community mental health service providers.	School social worker maintains occasional contact with physicians and community mental health service providers.	School social worker maintains ongoing contact with physicians and community mental health service providers.	School social worker maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.

FORM 5G:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 3 (Cont.)**

3f: Demonstrating flexibility and responsiveness <ul style="list-style-type: none"> • Adjust plans to enhance student's ability to benefit from services given the constraints of space, student availability & equipment. • Ability to set priorities to meet the needs of students, families, school personnel & community agencies. 	School social worker adheres to plans in spite of students' lack of interest, does not set appropriate service priorities, and assumes no responsibility for providing services when space, student availability and equipment is not optimal.	School social worker demonstrates moderate responsiveness to students' needs and interests, inconsistently sets appropriate service priorities and is somewhat flexible in providing services given the constraints of the school environment.	School social worker adjusts plans to be responsive to students' needs and interests. School social worker consistently sets appropriate service priorities and demonstrates creativity and persistence in providing services given the constraints of the school environment.
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Domain 3 Delivery of Service Documentation:**Domain 3 Delivery of Service Strengths:****Domain 3 Delivery of Service Areas of Growth:**

Domain 3 Mid-Point Formative Rating:	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
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FORM 5G:

LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM Domain 4 for Social Workers: Professional Responsibilities

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Basic)	Proficient (Proficient)	Excellent (Distinguished)
4a: Reflecting on services • Accuracy • Use of future intervention	School social worker does not reflect on the effectiveness of services provided or propose ideas for improvement.	School social worker's reflection on services provided is generally accurate and school social worker makes global suggestions as to how it might be improved if needed.	School social worker reflects accurately on the services provided citing general impact and makes some specific suggestions about how it might be improved if needed.	School social worker's reflection on services provided is highly accurate and perceptive. School social worker draws on extensive clinical knowledge and experience to assess and suggest alternative services if needed.
4b: Communicating with families • Information about services • Information about students • Engagement of families • Discloses information within the limits of confidentiality	School social worker does not comply with school procedures/practices for communicating with families. School Social Worker provides little or no information to families. School social worker makes no attempt to engage families in a relationship and does not respond or responds insensitively to family concerns.	School social worker complies with school procedures/practices for communicating with families. School social worker demonstrates some sensitivity and makes an effort to engage families to identify and achieve common goals.	School social worker complies with school procedures/practices for communicating with families. School social worker demonstrates sensitivity and makes an effort to engage families to identify and achieve common goals.	School social worker complies with school procedures/practices for communicating with families. School social worker demonstrates sensitivity and makes an effort to engage families to identify and achieve common goals. School social worker empowers and supports families to function as advocates for themselves and their children.
4c: Maintaining accurate records • Case notes • Reporting data • Student progress records	School social worker's records are in disarray; they may be missing, illegible, or stored in an insecure location.	School social worker's records are accurate and legible and are stored in a secure location.	School social worker's records are accurate and legible, well organized, and stored in a secure location.	School social worker's records are accurate and legible, well organized, and stored in a secure location. Those documents meant to be shared with others are written to be understandable to another qualified professional, parents, staff, or the intended audience.
4d: Social worker contributes to school environment • Relationships with colleagues • Service to the school • Participation in school and district projects	School social worker's relationships with colleagues are negative or self-serving. The school social worker avoids being involved in school and district events and projects.	School social worker's relationships with colleagues are cordial. The school social worker participates in school and district events and projects when specifically requested.	School social worker participates actively in school and district events and projects. School social worker maintains positive and productive relationships with colleagues.	School social worker makes a substantial contribution to school and district events and projects. School social worker assumes leadership role with colleagues.
4e: Growing and developing professionally • Enhancement of content knowledge • Service to the profession	School social worker does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	School social worker's participation in professional development activities is limited to those that are convenient or required.	School social worker seeks out opportunities for professional development based on an individual assessment of need.	School social worker actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering consulting or workshops to colleagues.

FORM 5G:**LEVELS OF PERFORMANCE RUBRIC – EVIDENCE SUMMARY FORM: Domain 4**

4f: Showing professionalism	School social worker's sense of professionalism is low. Practice decisions are questionable and show little regard for student and family need.	School social worker makes genuine and consistent. Practice decisions sometimes show good judgment. Social worker safeguards confidentiality and recognizes basic human rights, including the right of all people to human services.	School social worker demonstrates ethical decision making based upon professional judgment, convictions and effective use of data. School social worker advocates for students and families.
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Domain 4 Professional Responsibilities Documentation:

Domain 4 Professional Responsibilities Strengths:

Domain 4 Professional Responsibilities Areas of Growth:

Domain 4 Mid-Point Formative Rating: Unsatisfactory Needs Improvement Proficient Excellent

FORM 6:**BATAVIA SCHOOL DISTRICT 101 FINAL SUMMATIVE EVALUATION**

Teacher Name: _____ Location: _____ School Year: _____
Evaluator: _____
Teacher Years of Service in Batavia: _____

Observation dates included in the basis of this summative evaluation:**Formal Observation Dates:****Informal Observation Dates:**

- | | | | | |
|--|---|--|-------------------------------------|------------------------------------|
| Domain 1 – Planning and Preparation | <input type="checkbox"/> Unsatisfactory | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Proficient | <input type="checkbox"/> Excellent |
| Domain 2 – Classroom Environment | <input type="checkbox"/> Unsatisfactory | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Proficient | <input type="checkbox"/> Excellent |
| Domain 3 – Instruction | <input type="checkbox"/> Unsatisfactory | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Proficient | <input type="checkbox"/> Excellent |
| Domain 4 – Professional Responsibilities | <input type="checkbox"/> Unsatisfactory | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Proficient | <input type="checkbox"/> Excellent |
| Overall Rating | <input type="checkbox"/> Unsatisfactory | <input type="checkbox"/> Needs Improvement | <input type="checkbox"/> Proficient | <input type="checkbox"/> Excellent |

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

Teacher Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

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

FORM 7A: GUIDING QUESTIONS: Self-Assessment Form

(Modified from *Talking about Teaching: Leading Professional Conversations* by Charlotte Danielson, 2009)

The following guiding questions are meant to help you focus your reflection on student learning and your teaching practices.

WHAT CONSTITUTES IMPORTANT LEARNING?

- What are the key purposes in your learning activities?
- Does the purpose reflect important learning and a view of content as conceptual understanding rather than rote repetition of facts and procedures?

WHAT CAUSES LEARNING?

- What are students actually doing on a regular basis in your classroom activities?
- What is the level of intellectual rigor?
- What choices do students have?
- What are their opportunities for reflection and closure on their learning?

HOW ARE STUDENTS MOTIVATED?

- To what extent have you succeeded in creating a learning community in class?
- To what degree do students assume responsibility for their learning on a daily basis?

Form 7B: SELF-ASSESSMENT REFLECTION FORM

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

Strengths	Domains/Components	Growth Opportunities
	Domain 1: Planning and Preparation 1a. Knowledge of content/ pedagogy 1b. Knowledge of students 1c. Setting instructional outcomes 1d. Knowledge of resources 1e. Designing coherent instruction 1f. Designing student assessments	
Next Steps:		
	Domain 2 - Classroom Environment 2a. Creating an environment of respect/ rapport 2b. Establishing a culture for learning 2c. Managing classroom procedures 2d. Managing student behavior 2e. Arrangement of furniture and use of physical space	
Next Steps:		

Form 7B: SELF-ASSESSMENT REFLECTION FORM (cont.)

Strengths	Domains/Components	Growth Opportunities
	Domain 3 - Instruction 3a. Communication with students 3b. Using questioning and discussion techniques 3c. Engaging students in learning 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness	
Next Steps:		
	Domain 4: Professional Responsibilities 4a. Reflecting on teaching 4b. Maintaining accurate records 4c. Communicating with families 4d. Participating in a professional community 4e. Growing and developing professionally 4f. Showing professionalism	
Next Steps:		

FORM 8A: GUIDESHEET FOR DEVELOPING PROFESSIONAL GROWTH PLAN

Professional Growth Plans should be developed to address an identified need related to student learning and teacher skill improvement. Professional goals should represent new learning for the Teacher and go beyond implementation of district curriculum or initiatives. Each form in the Professional Growth Plan (PGP) represents a critical component for developing new learning skills and supporting student learning improvement. The Self-Assessment Reflection Form (Form 7B) focuses upon reflecting on professional strengths and opportunities and helps to select one key area to target for improvement. Form 8B: PGP SMART Goal Worksheet provides step-by-step support for developing a SMART Professional Growth Goal. Form 8C/D: PGP Action Plan supports certified staff in implementation and improvement of the targeted teacher effectiveness area.

Form 7B: PGP Goal-Setting Self Assessment Form - To develop a SMART professional goal, certified staff are encouraged to **reflect on data regarding past professional skills and student needs**, i.e., past evaluations, self-assessment based on Framework for Teacher, SIP goals, District Goals, classroom assessments (both formative and summative) and feedback from others. Using the PGP Form 7B will support certified staff to determine an area of new learning to be used in PGP Forms 8B & 8C/8D.

Form 8B: PGP SMART Goal Worksheet - Based upon PGP Form 7B, develop a **SMART Goal Tree** using the following criteria:

Goal	Working Professionally or with a collaborative team (professional learning community) to interpret student achievement data and establish results goal(s) in area(s) of greatest need. Analysis should include an accountability gap, proficiency gap and change-over-time study.
Indicators	The standards, skills, or evidence of performance that comprise or lead to proficiency in the results goal.
Measures	Multiple assessments which monitor progress toward the results goal. Measures are aligned to the indicators.
Targets	Short-term, incremental steps measuring all students and sub-group data toward the results goal. Targets are set for each measure.

Form 9C/9D: PGP Action Plan - Based upon PGP Form , develop PGP Action Plan for implementing the SMART Goal Tree. Complete the following parts of the action plan:

- **SMART Professional Goal Tree:** Transfer from PGP Form 8B
- **District or School Improvement Goal:** List any district and/or school goal that links to your Professional Growth Plan goal in "District/School Improvement Goal" Box.
- **Measures of Success:** Please describe or list what will change in your professional practice because of this goal. Describe how this goal will improve student learning.
- **Action Steps/Activities:** Describe specific, aligned action steps that will be implemented to support the goal(s).
- **Timelines:** Align timelines to the specific actions listed in Action Steps. Upon achievement of a SMART Goal, the teacher will develop a new SMART Goal and will obtain approval from the Evaluator.
- **Resources:** Brainstorm resources that align to the activities.
- **Signatures:** Evaluator should review and sign PGP to confirm that they have read and conferred with the Professional teach about the plan. If Tenured, please mark yes or no if this is a Collaborative plan. If it is a Collaborative Plan, please list the names of the colleagues.

Form 8B:**PGP SMART Goal Worksheet**

Directions: Based upon the Self-Assessment Reflection for Professional Growth Form (Form 7B), use the Domain/Component Reflection sections to determine and develop a Professional Growth Plan (PGP) SMART Goal Tree using the criteria listed below.

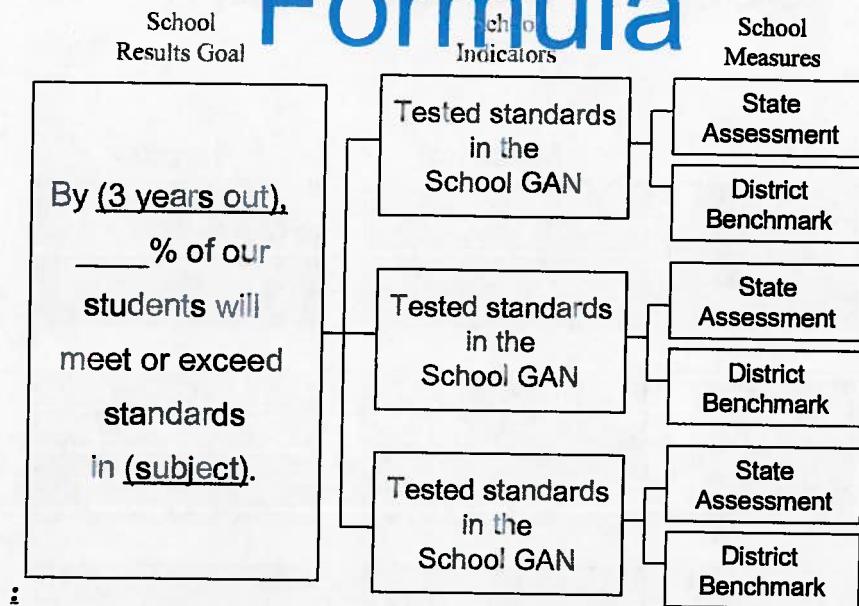
SMART Professional Growth Goal Criteria		
S	Specific Standards-Based	<ul style="list-style-type: none"> ○ Clearly focused on what is to be accomplished and why this is important ○ Based on the Framework for Teaching (or Framework for Specialist Practice)
M	Measurable	<ul style="list-style-type: none"> ○ Can this goal be measured? ○ Will I be able to collect evidence of achievement? ○ Is this goal based upon multiple sources of data?
A	Aligned and Attainable	<ul style="list-style-type: none"> ○ Is this goal aligned to district and school improvement goals? ○ Will resources be available to achieve this goal?
R	Relevant	<ul style="list-style-type: none"> ○ How will this goal enhance teaching/professional practice/craft? ○ How will this goal enhance learning opportunities for students?
T	Time Bound	<ul style="list-style-type: none"> ○ Can this goal be attained within the required timeframe?

Use the criteria below to guide the development of your Professional Growth goal:

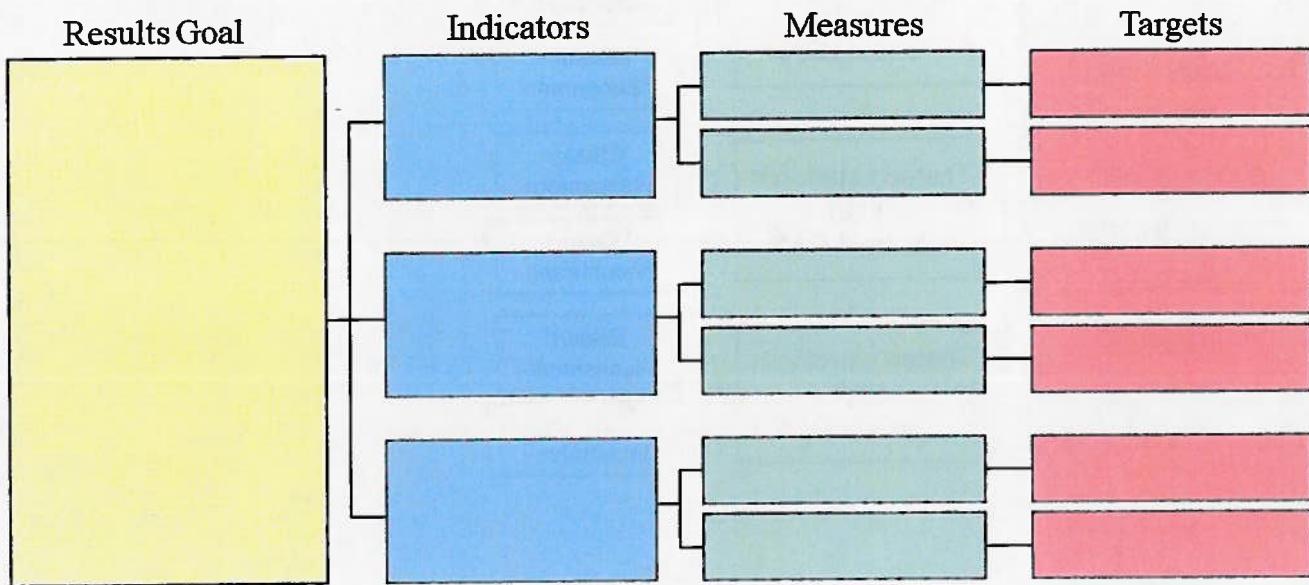
Goal	Working Professionally or with a collaborative team (professional learning community) to interpret student achievement data and establish results goal(s) in area(s) of greatest need. Analysis should include an accountability gap, proficiency gap and change-over-time study.
Indicators	The standards, skills, or evidence of performance that comprise or lead to proficiency in the results goal.
Measures	Multiple assessments which monitor progress toward the results goal. Measures are aligned to the indicators.
Targets	Short-term, incremental steps measuring all students and sub-group data toward the results goal. Targets are set for each measure.

Professional Goal Tree Formula

Formula



S.M.A.R.T. Goal Tree Diagram



My PGP's SMART Goal Tree :

Form 8C:

PGP ACTION PLAN – Example

PGP Action Plan		Year: 2011-12	School: Smith Elementary School
Teacher Name: Penny Proficient	Certified Position: 4 th Grade		
SMART Professional Growth Goal Statement (refer to PGP Form 9B): 95% of students will be engaged during Independent Reading.		<p>What Framework for Teaching Domains/ Component(s) are addressed in this PGP:</p> <p style="color: #0070C0;">Domains 1, 2, 3</p>	
<p>Which School and/or District Improvement Goals are addressed by this PGP? Reading</p> <p>Indicators of Success: (What evidence will demonstrate that this goal has changed your practice or that this goal has improved student learning?)</p> <ul style="list-style-type: none"> a) Students are actively reading b) Reading stamina is increased over time 			
<p>MEASURES</p> <ul style="list-style-type: none"> a) Reading Journal; Main Idea/Supporting Detail assessments B) Teacher Observation Student/Parent Reflection 		<p>TARGETS</p> <ul style="list-style-type: none"> a) 80% proficiency b) 10% increase from baseline c) 10% increase from baseline 	
<p>Action Steps/Activities (Specific Teacher or Specialist Professional Activities that are part of your plan.)</p> <ul style="list-style-type: none"> • Present Teacher SMART Goal & have students set individual goals • Teach/model components of a reading journal • Develop Main Idea/Supporting Detail Assessments and get a baseline • Establish Daily 5 Classroom procedures • Establish baseline for reading stamina • Explicitly teach and model student & parent reflections and parent 		<p>Timelines (Timeline that Action Steps/Activities will be completed)</p> <ul style="list-style-type: none"> September 1st Sept-October By October 1st September 1 October 1st curriculum night 	<p>Resources (Staff, PD, or Materials)</p> <ul style="list-style-type: none"> • Daily 5 • Reading Journals • Parent Logs • Comprehension Assessments • Reading Specialists • Student Self-Assessments/Momentary Time Sampling (Related Services)

I have reviewed the above Professional Growth Plan:

Evaluator's Signature: _____

Date: _____

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

Form 8D:

PGP ACTION PLAN

PGP Action Plan	Year:	School:
Teacher Name:		Certified Position:
SMART Professional Growth Goal Statement (refer to PGP Form 9B):	What Framework for Teaching Domains/Component(s) are addressed in this PGP?	
Which School and/or District Improvement Goal(s) are addressed by this PGP?		
Measures of Success (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?):		
Action Steps/Activities (Specific Teacher or Specialist Professional Activities that are part of your plan.)	Timelines (Timeframe that Action Steps/Activities will be completed)	Resources (Staff, PD, or Materials)

I have reviewed the above Professional Growth Plan:

Evaluator's Signature:

Date: _____

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

FORM 9A: GUIDESHEET – PROFESSIONAL DEVELOPMENT PLAN (PDP)

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

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

This Professional Development Plan (PDP):

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

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

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

The attached form is provided as an example of how to address the requirements elements of the **Professional Development Plan**.

FORM 9B:**PROFESSIONAL DEVELOPMENT PLAN - Example**Name: _____ Supervisor/Evaluator: _____ Date of PDP: Within 30 Days of above rating

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

Improvement Strategies:	Tasks to complete:	Supports and Resources:	Target Date	Date of Completion
Specific and directed actions taken to address the areas identified as needing improvement				

PDP Initial Signatures

Evaluator:	Teacher:
Date:	Date:

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

FORM 9C: MID-PLAN UPDATE: Professional Development Plan - Example

Mid-Plan Update Section

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

PDP Mid-Plan Update Signatures

Evaluator:	Teacher:
Date:	Date:

*Signatures above indicate the Mid-plan Update was completed by the evaluator in consultation with the teacher.

Teacher completion of Professional Development Plan

Yes No

***PDP Plan Completion Signatures**

Evaluator:	Teacher:
Date:	Date:

*The Teacher's signature does not necessarily indicate agreement with the contents, but does acknowledge that the evaluation meeting occurred and that the Teacher received a copy of this Professional Development Plan.

FORM 9D:**PROFESSIONAL DEVELOPMENT PLAN**

Name: _____ Supervisor/Evaluator: _____ Date of PDP: _____

PDP Priorities

Areas of Improvement:		Rationale for Area(s) of Improvement:		
Domain/Component:	Indicators for Effective Teaching:			
Improvement Strategies:	Tasks to complete:	Supports and Resources:	Target Date	Date of Completion
Domain/Component:	Indicators for Effective Teaching:			
Improvement Strategies:	Tasks to complete:	Supports and Resources:	Target Date	Date of Completion

PDP Initial Signatures

Evaluator:	Teacher:
Date:	Date:

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

FORM 9E:**MID-PLAN UPDATE: Professional Development Plan****Mid-Plan Update Section**

Domain/Component:	Indicator of Progress:

PDP Mid-Plan Update Signatures

Evaluator:	Teacher:
Date:	Date:

*Signatures above indicate the Mid-Plan Update was completed by the evaluator in consultation with the teacher.

Teacher completion of Professional Development Plan

Yes No

PDP Plan Completion Signatures

Evaluator:	Teacher:
Date:	Date:

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

AP