



2017-2018

District School Board of Madison County

Instructional Evaluation System



Rule 6A-5.030
Form IEST-2015
Effective Date: 5/31/17

Madison County

Superintendent, Dr. Karen Pickles

*District School Board of Madison
County Great Teachers and
Leaders*

Introduction

The primary purpose of the instructional evaluation in the District School Board of Madison County is the improvement of teaching and student learning. For teaching and student learning to improve, a professional culture must exist in which teachers are engaged in activities that identify areas of strength and areas of growth, and that support efforts to improve practice, pedagogy, and content knowledge to advance student achievement. These ideals are supported in the District Strategic Plan and Florida's Race to the Top Theory of Action that states: *A strategic and sustained investment in human capital will improve student achievement.*

| Teacher Evaluation Committee Members | |
|--------------------------------------|-------------------------------------|
| Title | Position |
| Sam Stalnaker | Chief Human Capital Officer |
| Jetta Roberts | Elementary Teacher |
| Matthew Replogle | Middle Grades Teacher |
| Rebecca Gonzalez | ESE Support Facilitator |
| Ceola Graham | Elementary Teacher |
| Lori Newman | Coordinator of ESE/Student Services |
| Beth Moore | Assistant Principal at MCCS |
| Robin Hill | Coordinator of Curriculum |
| Caulette Hicks | High School Teacher |

Introduction to Danielson Framework for Teaching

The District School Board of Madison County agrees with Charlotte Danielson:

An effective system of teacher evaluation accomplishes two things: it ensures quality teaching and it promotes professional learning. The quality of teaching is the single most important determinant of student learning; a school district's system of teacher evaluation is the method by which it ensures that teaching is of high quality. Therefore, the system developed for teacher evaluation must have certain characteristics; it must be rigorous, valid, reliable and defensible, and must be grounded in a research-based and accepted definition of good teaching.
– C. Danielson

Grounded in research and practical application, the Danielson Framework for Teaching consists of 4 Domains, 22 Components, and 76 Elements defining a comprehensive set of teaching responsibilities connected to increased student learning. It establishes the foundation for the District School Board of Madison County Evaluation System.

Madison county's Teacher Evaluation System acknowledges developmental levels of teachers and differentiates among four levels of performance as follows: highly effective, effective, needs improvement (developing teachers in their first 3 years of employment), and unsatisfactory. School-based administrators will conduct the annual informal and formal observations and complete the Final Evaluation Summary [Rule 6A-5.030(2)(f)2., F.A.C.]. The final summative rating is based on aggregating data from each of the three evaluation components: Instructional Practice, Student Growth, and Deliberate Practice Plan.

District School Board of Madison County

Instructional Evaluation Process

Philosophy

The primary purpose of the District School Board of Madison County's Teacher Evaluation System is to provide a sound basis for professional growth and teacher improvement. Teacher evaluation should be a positive and continuing process requiring considerable time, effort, and openness of both teachers and their administrative support teams. This is accomplished through an assessment of teacher effectiveness and subsequent discussions between the teacher and a supervisor or other observer. The processes used for observation, documentation, reflection, and feedback represent the most current research on effective evaluation practices and provide a substantive vehicle for instructional improvement when supported by both teachers and administrators.

Positive results from teacher evaluation are highly dependent upon an environment in which open, honest, and respectful communication exists among teachers and administrators, both of whom are responsible for establishing this rapport. When concerns arise, they should be expressed with a rationale and suggestions for improvement. In addition, administrators will be trained in classroom observation skills and in the use of the appropriate forms, processes, and underlying principles.

Teachers will receive an overview of the processes and procedures. Above all, the evaluation process should be viewed by both teachers and administrators as a support process that will result in improved professional development, performance, and morale.

Professional Development Model – Key Elements

Continuous Improvement

One is the belief that at all levels the professional educator is engaged in a process of continuous improvement, seeking to provide better learning for current and future students. The nature of improvement experiences will vary, but they should include self-reflection, feedback on performance from peers and administrators, assessment of student progress, professional development activities, follow-up, and participation in school improvement efforts.

Florida Educator Accomplished Practices

The other key element is the Florida Educator Accomplished practices as identified by the Florida Education Standards commission. These practices and sample Key Indicators provide high expectations for all professionals based upon the study of effective teachers in Florida. The goal of teacher assessment shifts from minimum competencies to demonstrate accomplished practices as teachers search for the best ways to increase student learning.

Important Considerations

Professional Development Protocol for Florida School Districts requires IPDP's to be directly related to specific student performance for the areas to which the teacher is assigned, have clearly defined professional development objectives, specify measurable improvement in student performance resulting from the training activity and include an evaluation component documenting the expected student performance gains.

The District School Board of Madison County's Teacher Evaluation System places emphasis on student performance. All teachers with classroom responsibilities regularly monitor the progress of their students as part of their professional duties. The successful performance of their students is reflected in teacher-made tests, grades, portfolios, criterion tests, state assessments, and nationally normed tests. However, no single measure is appropriate for every classroom or teacher assignment. Appropriate performance measures and indicators of growth will vary from teacher to teacher and class to class.

Employee Evaluation Complaint

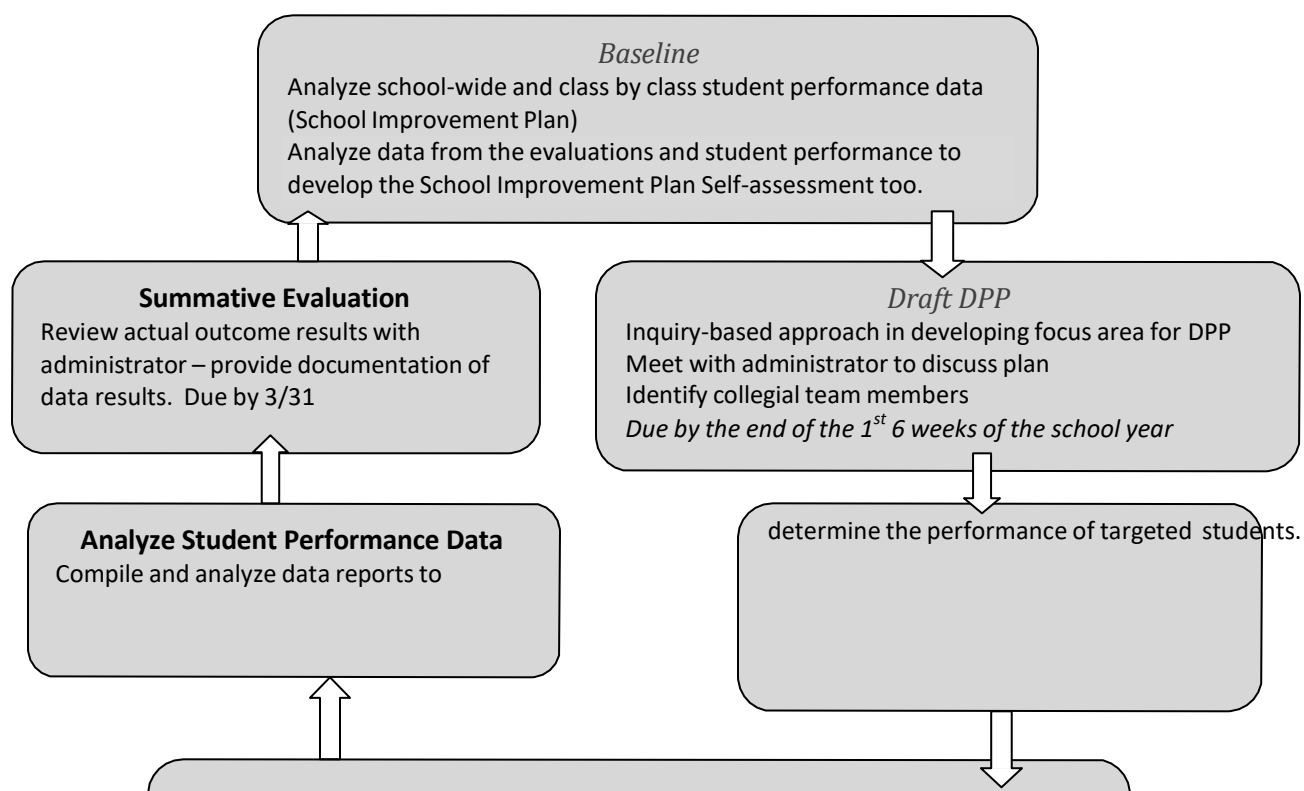
Employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file

Evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract

Evaluation timeline and Process

Inquiry-based approach utilizing collegial planning to focus on improving student performance and teacher effectiveness.

Madison County School District and Madison County Education Association will annually review the instructional personnel evaluation system to determine compliance with statutory guidelines.



Final Plan

Submit final DPP to
administrator Begin planning

to implement strategies Due by the
end of the 1st 9 weeks of the school
year.

"Live" the Plan

Begin implementation of strategies and professional development
Create system for collection of student performance data
Analyze progress monitoring data and revise strategies accordingly
continual reflection with collegial team

Training

Madison County will partner with Performance Matters to provide training to Administrators/evaluators. This component will include detailed review of the Teacher Evaluation Handbook with specific attention given to timelines and forms to be utilized, as well as practice in the use of the observation assessment instruments. This training component will be reviewed by the District annually. Teachers will receive training on the new teacher evaluation system prior to implementation [Rule 6A-5.030(2)(f)3., F.A.C.].

Framework for Teaching:

Grounded in research and practical application, the Framework for Teaching defines a comprehensive set of responsibilities in the teaching profession connected to increased student learning. It establishes the foundation for the Danielson collection.

4 Domains – broad organization of professional practice in the Framework for Teaching

22 Components – distinct, yet inter-related aspects of each domain

76 Elements – specific features of each component

| | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> • Component 1a: Demonstrating Knowledge of Content and Pedagogy (3 Elements) • Component 1b: Demonstrating Knowledge of Students (5 Elements) • Component 1c: Setting Instructional Outcomes (4 Elements) • Component 1d: Demonstrating Knowledge of Resources (3 Elements) • Component 1e: Designing Coherent Instruction (4 Elements) • Component 1f: Designing Student Assessments (4 Elements) | <ul style="list-style-type: none"> • Component 2a: Creating an Environment of Respect and Rapport (2 Elements) • Component 2b: Establishing a Culture for Learning (3 Elements) • Component 2c: Managing Classroom Procedures (5 Elements) • Component 2d: Managing Student Behavior (3 Elements) • Component 2e: Organizing Physical Space (2 Elements) | <ul style="list-style-type: none"> • Component 3a: Communicating with Students (4 Elements) • Component 3b: Using Questioning and Discussion Techniques (3 Elements) • Component 3c: Engaging Students in Learning (4 Elements) • Component 3d: Using Assessment in Instruction (4 Elements) • Component 3e: Demonstrating Flexibility and Responsiveness (3 Elements) | <ul style="list-style-type: none"> • Component 4a: Reflecting on Teaching (2 Elements) • Component 4b: Maintaining Accurate Records (3 Elements) • Component 4c: Communicating with Families (3 Elements) • Component 4d: Participating in a Professional Community (4 Elements) • Component 4e: Growing and Developing Professionally (3 Elements) • Component 4f: Showing Professionalism (5 Elements) |
|---|--|--|--|

Observation and Artifact Collection Forms

- Deliberate Practice Plan
- Domain 1: Planning and Preparation (artifact collection form)
- Planning Conference Protocol
- Domain 2: Classroom Environment (observation form)
- Domain 3: Instruction (observation form)
- Reflection Conference Interview Protocol
- Domain 4: Professional Responsibilities (artifact collection form)
- Mid-Year Evaluation Form
- Annual Evaluation Form

Teacher Evaluation

The Framework for Teaching empowers teachers to affect their own summative evaluation results through a highly collaborative process aligned to the 4 foundational domains.

Self-Assess

Conduct self-assessment against
4 domains

Deliberate Practice Plan

Collaborate to develop DPP

¹ Artifacts – planning documents, assignments, newsletters, and student work created or selected by teachers that are used to represent an aspect of their performance

² Observations – a source of data for use in collecting evidence and as a focus for professional discussion and reflection

³ Constructivism – an approach to learning where learners are the makers of meaning and knowledge; the framework for teaching is grounded in this approach to professional growth

⁴ Evidences – sources of information such as classroom observations, teacher self-assessments, planning documents, analysis of professional development and artifacts that support the components of teaching.

Domain 1: Planning and Preparation

Collect
*artifacts*¹
representing
growth in
components of
this domain.

Domain 2: Classroom Environment & Domain 3: Instruction

- Engage in pre-conference
- Conduct classroom *observations*² against components of Domains 2 & 3
- Engage in post-conference where teacher and observer review and reflect upon evidences gathered during the observation

Domain 4: Professional Responsibilities

Collect *artifacts*¹
representing
growth in
components of
this domain

Final Evaluation

Assess teacher strengths and areas for development across 4 domains based on *evidences*⁴

[Rule 6A-5.030(2)(f)4., F.A.C.]



MCSD Evaluation Formula

The DPP is a component of the MCSD Charlotte Danielson's multi-metric evaluation system.

| | |
|---------------|--|
| 0 – 50 Points | Administrator Observation Score determined by administrator observation (50%). |
| 0 – 17 Points | Deliberate Practice Plan (IPDP) determined by the teacher's development and implement of his/her professional learning plan (17%). |
| 0 – 33 Points | Student Growth Score determined by student growth as measured by Assessment (33%). |

The educator's final evaluation consists of three metrics totaling 100 points.

Your Deliberate Practice Plan

- The Deliberate Practice Plan (DPP) is [your](#) plan for how [you](#) will grow as a professional during the school year.
- The DPP should reflect your professional learning needs as they relate to improving student achievement and enhancing your craft as an educator.
- Additional strategies or modifications to the initial plan may be needed as formative assessments and other feedback become available.
- Changes should be a collaborative effort by the teacher and administrator.

| Deliberate Practice Score | Score for Use in Final Summative Evaluation Formula |
|---------------------------|---|
| 13- 17 | 100 |
| 9-12 | 75 |
| 5-8 | 50 |
| 0-4 | 25 |

| | | | | | |
|--|--|--------------------------|------|--------------------------------------|---------------------------------|
| Teacher: | | | Date | | |
| School: | | Grade Level(s): | | | |
| Administrator: | | Content Area(s): | | | |
| STUDENT ACHIEVEMENT DATA | | | | | |
| Review classroom-level disaggregated student achievement data for students currently assigned to you. Select your identified student group based on the following: your data analysis, School Improvement Plan, school initiatives, team goals, and the results from your previous year's IPDP. Both formative and summative data may be included. Behavioral data may also be included. | | | | | |
| Identified Student Group Within a Class/Section | Assessment Type (right click to add rows if needed) | Current Score Average | Goal | Mid-Year Score (as needed) | Final Score Average |
| | | | | | |
| | | | | | |
| | | | | | |
| STUDENT ACHIEVEMENT SMART GOAL | | | | | |
| Your Student Achievement SMART Goal (<u>S</u> trategic and <u>S</u> pecific, <u>M</u> easurable, <u>A</u> ttainable, <u>R</u> esults-based, <u>T</u> ime-bound) must be specific to the student group you have identified and indicate measurable improvements that are expected in student achievement as a result of your professional learning. | | | | | |
| At least ____% of my _____ students will score at or above ____% on the _____ by _____. | | | | | |
| EDUCATOR PROFESSIONAL LEARNING GOALS | | | | | |
| Your Professional Learning Goals will reflect the individual professional development you need to meet your Student Achievement SMART Goal and other professional practice needs. | | | | | |
| | | | | | |
| PROFESSIONAL LEARNING OBJECTIVES | | | | | |
| To address my Student Achievement SMART Goal and Professional Learning Goals, I will complete the following specific professional learning: | | | | | |
| Professional Learning (a minimum of two are required-right click to add rows if needed) | Implementation Plans | | | Anticipated Date of Completion | Actual Date of Completion |
| | | | | | |
| | | | | | |

| | | | |
|---|----------------------------------|--|--|
| | | | |
| <p align="center">CHANGES IN EDUCATOR'S PRACTICES</p> <p align="center">How did the professional learning objectives you completed align with your intended goals? Discuss how you changed your professional practices as a result of your professional learning.</p> | | | |
| | | | |
| <p align="center">RESULTS</p> <p align="center">Describe how students improved as a result of your professional learning and its application in your classroom. Consider the results of summative as well as formative assessments, including teacher observations, linked with the Student Achievement SMART Goal.</p> | | | |
| | | | |
| | | | |
| | | | |
| Initial Date (required) | Mid-Year Review Date (as needed) | End of the Year Review Date (required) | |
| | | | |
| Teacher Signature | | Principal/Administrator Signature | |
| | | | |

| Deliberate Practice Score | Score for Use in Final Summative Evaluation Formula |
|---------------------------|---|
| 13-17 | 100 |
| 9-12 | 75 |
| 5-8 | 50 |
| 0-4 | 25 |

Deliberate Practice Rubric

Domain II: S.M.A.R.T. Goal

| Domain II: Student Achievement SMART Goal | Unsatisfactory (0 Points) | Developing/Needs Improvement (1.5 Points) | Effective (3 Points) | Highly Effective (5 Points) |
|--|---|---|--|--|
| | <p>The educator's IPDP S.M.A.R.T goal</p> <ul style="list-style-type: none"> • Is not specific to student group(s) identified. • Does not indicate measurable improvements that are expected as a result of the educator's professional learning. • Is dependent upon results that may be received beyond the school year. | <p>The educator's IPDP S.M.A.R.T goal:</p> <ul style="list-style-type: none"> • Is specific to the student group(s) identified. • Indicates inadequate or unrealistic measurable student achievement improvements that are expected of identified student group(s) as a result of the educator's professional learning. • Is dependent upon results that may be received beyond the school year. | <p>The educator's IPDP S.M.A.R.T goal:</p> <ul style="list-style-type: none"> • Is specific to the student group(s) identified. • Indicates measurable student achievement improvements that are expected of identified student groups as a result of the educator's professional learning. • Provides a timeframe that allows for formative evaluation and necessary modifications during the year | <p>The educator's IPDP S.M.A.R.T goal:</p> <ul style="list-style-type: none"> • Is specific to the individual students and/or student group(s) identified. • Indicates measurable student achievement improvements that are expected of identified student group(s) as a result of the educator's professional learning. • Provides a timeframe that allows for formative evaluation and necessary modifications during the year and is relevant to school, district, and or team/department initiatives. |
| | □ | □ | □ | □ |
| Discussion Points: | <ol style="list-style-type: none"> 1. How was student achievement data reviewed and disaggregated? 2. How will the goal(s) be accomplished? 3. What outcomes(student/educator)would indicate success for both students and educator? | | | |

Deliberate Practice Rubric

Domain III: Professional Learning Goal (s)

| Domain III: Professional Learning Goals | Unsatisfactory (0 Points) | Developing/Needs Improvement (1 Point) | Effective (1.5 Points) | Highly Effective (2 Points) |
|---|---|--|---|---|
| 3a: Educator Professional Learning Goal(s) 1.1.3. IPDP | The educator's learning goal(s): <ul style="list-style-type: none"> • Does not reflect the individual professional development needed to meet the identified S.M.A.R.T. Goal. • Does not connect the achievement needs of the students to the educator's professional learning needs. • Does not include research-based best practices and strategies. | The educator's learning goal(s): <ul style="list-style-type: none"> • Does not consistently reflect the individual professional development needed to meet the identified S.M.A.R.T. Goal. • Attempts to connect the achievement needs of the students to the educator's professional learning needs. • Includes limited research- based best practices and strategies. | The educator's learning goal(s): <ul style="list-style-type: none"> • Reflects the individual professional development needed to meet the identified S.M.A.R.T. Goal. • Connects the achievement needs of the students to the educator's professional learning needs. • Includes research-based best practices and strategies. | The educator's learning goal(s): <ul style="list-style-type: none"> • Reflects the individual professional development needed to meet the identified S.M.A.R.T. Goal. • Connects the achievement needs of the students to the educator's professional learning needs. • Includes research-based best practices and strategies • Reflects on the prior year's IPDP and or professional learning experiences to develop the current year's learning goals. • Connects to educator's certification needs. |
| | □ | □ | □ | □ |
| Discussion Points | 1. Describe the professional learning in which you plan to participate. 2. What is the research basis that shows how the professional learning will contribute to greater student learning? 3. What practices will you need to enhance/develop to contribute to student achievement goals? | | | |

Deliberate Practice Rubric

Domain IV: Professional Learning & Strategies

| Domain IV: Professional Learning & Instructional Strategies | Unsatisfactory (0 Points) | Developing/Needs Improvement (1 Point) | Effective (2 Points) | Highly Effective (4 Points) |
|---|--|---|--|--|
| Implementation of Learned Professional Practices 1.3.1. Implementation of Learning 1.3.2. Coaching and Mentoring 1.2.5. Use of Technology 1.3.3. Web-based Resources | The educator's documentation indicates that the educator: • Does not apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve his/her practice. • Does not accept support from a coach, peer, and/or mentor • Does not change his/her practice(s) after coach, peer, and/or mentor support. • Utilizes little or no technology and web-based resources (as available) to support and enhance newly acquired knowledge, skills, and practices. | The educator's documentation indicates that the educator: • Applies a minimal amount of the newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice. • Accepts limited support from a coach, peer, and/or mentor (as needed) with implementation of professional learning. • Has limited success in attempting to change his/her practice(s) after coach, peer, and or mentor support. • Utilizes limited technology and web-based resources (as available) to support and enhance newly acquired knowledge, skills, and practices. | The educator's documentation indicates that the educator: • Applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice. • Seeks support (as needed) from a coach, peer, and/or mentor with implementation of professional learning. • Successfully changes his/her practice(s) after coach, peer, and/or mentor support. • Utilizes a few technology and web-based resources (as available) to support and enhance newly acquired knowledge, skills, and practices. | The educator's documentation indicates that the educator: • Applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice. • Seeks support (as needed) from a coach, peer, and/or mentor with implementation of professional learning. • Successfully changes his/her practices after coach, peer, and/or mentor support and is available to serve as a mentor or peer coach, providing colleagues with support to implement professional learning. • Utilizes multiple forms of technology and web-based resources (as available) to support and enhance newly acquired knowledge, skills, and practices. |
| | □ | □ | □ | □ |
| Discussion Points: | 1. How did the professional learning objectives you completed align with you intended goals? 2. Describe how technology was used in the received professional learning and classroom implementation. 3. Describe any coaching or mentoring your received and or provided following your professional learning. 4. How did your professional practice changes as a result of your professional learning? | | | |

Deliberate Practice Rubric

Domain V: Professional Learning – Results/Changes in Educator Practices

| Domain V: Professional Learning | Unsatisfactory (0 Points) | Developing/Needs Improvement (1.5 Points) | Effective (3 Points) | Highly Effective (6 Points) |
|--|--|---|--|---|
| Results/Changes in Educator Practices 1.4.2 Changes in Educator Practice 1.4.3 Changes in Students 1.4.4 Evaluation Methods | <ul style="list-style-type: none"> Does not document and evaluate the impact of all professional learning on his or her practice. Does not determine the degree to which his or her professional learning contributed to student performance gains as measured by assessment data. | <ul style="list-style-type: none"> Provides little evidence of evaluating the impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice, work samples, peer visits, and/or professional portfolios. Provides little evidence that determines the impact to which his or her professional learning contributed to student performance gains as measured by assessment data. | <ul style="list-style-type: none"> Provides adequate evidence of evaluating impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios. Provides adequate evidence that determines the impact to which his or her professional learning contributed to student performance gains as measured by assessment data. | <ul style="list-style-type: none"> Provides extensive evidence of evaluating of impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios. Clearly determines the degree his or her professional learning contributed to student performance gains as measured by assessment data. |

Florida Department of Education Support for Local Education Agencies

Link Between the Florida Accomplished Educator Standards and the Framework for Teaching

| Florida Accomplished Educator Standards | Framework for Teaching Domains/Components/Themes | Comments |
|--|---|--|
| FOUNDATIONAL PRINCIPLES | | |
| Creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement. | One of the common themes of the framework for teaching, permeating all components, is "High Expectations." Furthermore, it is an element of Component 2b: Culture for Learning. | |
| Demonstrates deep and comprehensive knowledge of the subject taught. | Component 1a: Demonstrating knowledge of content and pedagogy - <i>Knowledge of Content and the Structure of the Discipline</i> - <i>Knowledge of prerequisite Relationships</i> - <i>Knowledge of Content-Related Pedagogy</i> | |
| Exemplifies the standards of the profession. | Component 4F: Showing professionalism -Integrity And Ethical Conduct -Service To Students -Advocacy for students -Decision making | It's not exactly clear what the "standards" of the profession" are, but we assume it refers to ethical standards of conduct. |
| EDUCATOR ACCOMPLISHED PRACTICES | | |
| (a) Quality of Instruction | | |
| 1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently: | | |
| a. Aligns instruction with state-adopted standards at the appropriate level of rigor; | 1c: Setting instructional outcomes - <i>Value, Sequence, and Alignment</i> - <i>Clarity</i> - <i>Balance</i> - <i>Suitability for Diverse Learners</i> | Instructional outcomes are aligned with state and district curriculum standards. They are appropriately rigorous for all learners. |
| b. Sequences lessons and concepts to ensure coherence and required prior knowledge. | 1e: Designing coherent instruction - <i>Learning Activities</i> | An important aspect of lesson and unit design is that each lesson builds on previous learning. |

| Florida Accomplished Educator Standards | Framework for Teaching Domains/Components/Themes | Comments |
|---|--|---|
| | <ul style="list-style-type: none"> - <i>Instructional Materials and Resources</i> - <i>Instructional Groups</i> - <i>Lesson and Unit Structure</i> | |
| c. Designs instruction for students to achieve mastery; | 1e: Designing coherent instruction <ul style="list-style-type: none"> - <i>Learning Activities</i> - <i>Instructional Materials and Resources</i> - <i>Instructional Groups</i> - <i>Lesson and Unit Structure</i> | Activities are designed, at the appropriate level of challenge, for all students to achieve mastery. |
| d. Selects appropriate formative assessments to monitor learning; | 1f: Designing student assessments <ul style="list-style-type: none"> - <i>Congruence with Instructional Outcomes</i> - <i>Criteria and Standards</i> - <i>Design of Formative Assessments</i> | The successful use of formative assessments requires that they be designed as part of the planning process. |
| e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; | 1b: Demonstrating knowledge of students <ul style="list-style-type: none"> - Knowledge of Child and Adolescent Development - Knowledge of the Learning Process - Knowledge of Students' Skills, Knowledge, and Language Proficiency - Knowledge of Students' Interests and Cultural Heritage - Knowledge of Students' Special Needs 4d: Participating in a professional community <ul style="list-style-type: none"> - <i>Relationships with Colleagues</i> - <i>Involvement in a Culture of Professional Inquiry</i> - <i>Service to the School</i> - <i>Participation in School and District Projects</i> | <p>In planning, teachers must know their students' level of knowledge and skill with respect to the desired learning outcomes; they derive this information from a variety of sources.</p> <p>Furthermore, such planning is accomplished most effectively in collaboration with colleagues.</p> |
| f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. | 1e: Designing coherent instruction <ul style="list-style-type: none"> - <i>Learning Activities</i> - <i>Instructional Materials and Resources</i> - <i>Instructional Groups</i> - <i>Lesson and Unit Structure</i> | The design of learning experiences is central to good planning; they are suitably rigorous and enable students to exhibit their growing knowledge and skill. |

| Florida Accomplished Educator Standards | Framework for Teaching Domains/Components/Themes | Comments |
|--|---|---|
| 2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently: | | |
| a. Organizes, allocates, and manages the resources of time, space, and attention | 2c: Managing classroom procedures <i>- Management of Instructional Groups</i> <i>- Management of Transitions</i> <i>- Management of Materials And Supplies</i> <i>- Performance of Non-Instructional Duties</i> <i>- Supervision of Volunteers and Paraprofessionals</i> 2e: Organizing physical space <i>- Safety and Accessibility</i> <i>- Arrangement of Furniture and Use of Physical Resources.</i> | The purpose of well-designed routines and procedures is to maximize instructional time. A well managed classroom is not only safe, but is arranged in such a manner as to support the instructional activities. |
| b. Manages individual and class behaviors through a well-planned management system; | 2d: Managing student behavior <i>- Expectations</i> <i>- Monitoring of Student Behavior</i> <i>- Response to Student Misbehavior</i> | Students can't learn in a chaotic environment; both the routines and procedures (2c) and the standards of conduct (2d) contribute to the sense of order and predictability. |
| c. Conveys high expectations to all students; | One of the common themes of the framework for teaching, permeating all components, is "High Expectations." 2b: Establishing a culture for learning <i>- Importance of the Content</i> <i>- Expectations for Learning and Achievement</i> <i>- Student Pride in Work</i> | The research on high expectations is clear; in the framework for teaching it is given prominence as a "common theme," permeating many components of the framework, and as one element in Component 2b. |
| d. Respects students' cultural, linguistic and family background; | One of the common themes of the framework for teaching, permeating all components, is "cultural sensitivity;" this is reflected in many of the components. 2a: Creating an environment of respect and rapport <i>- Teacher Interaction with Students</i> <i>- Student Interactions with One Another</i> | As a common theme, respect for students' cultural backgrounds permeates the framework for teaching. In addition, it is reflected in the higher levels of performance in component 2a: Creating an Environment of Respect and Rapport. |

| Florida Accomplished Educator Standards | Framework for Teaching Domains/Components/Themes | Comments |
|---|--|---|
| e. Models clear, acceptable oral and written communication skills | 3a: Communicating with students - <i>Expectations for Learning</i> - <i>Directions and Procedures</i> - <i>Explanations of Content</i> - <i>Use of Oral and Written Language</i> | In the “Use of Oral and Written Language” the teacher models correct and expressive language. |
| f. Maintains a climate of openness, inquiry, fairness and support | 2a: Creating an environment of respect and rapport - <i>Teacher Interaction with Students</i> - <i>Student Interactions with One Another</i> 2b: Establishing a culture for learning - <i>Importance of the Content</i> - <i>Expectations for Learning and Achievement</i> - <i>Student Pride in Work</i> | A critical attribute of both components 2a and 2b is an atmosphere of rigorous learning, in an environment in which it is safe for students to take intellectual risks. |
| g. Integrates current information and communication technologies | One of the common themes of the framework for teaching, permeating all components, is “Appropriate Use of Technology” | This common theme is reflected in many components, in Domain 1 (planning and preparation), Domain 3 (Instruction), and Domain 4 (professional responsibilities.) |
| h. Adapts the learning environment to accommodate the differing needs and diversity of students | One of the common themes of the framework for teaching, permeating all components, is “Accommodating Diverse Student Needs.” | This common theme is reflected in many components, in both Domain 1 (planning and preparation) and Domain 3 (Instruction.) |
| i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. | One of the common themes of the framework for teaching, permeating all components, is “Appropriate Use of Technology” | One of the common themes of the framework for teaching, permeating all components, is “Appropriate Use of Technology” |
| 3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to: | | |
| a. Deliver engaging and challenging lessons; | 3c: Engaging students in learning - <i>Activities and Assignments</i> - <i>Grouping of Students</i> - <i>Instructional Materials and Resources</i> - <i>Structure and Pacing</i> | A core characteristic of student engagement is that students are cognitively involved in rigorous thinking. |

| Florida Accomplished Educator Standards | Framework for Teaching Domains/Components/Themes | Comments |
|---|---|--|
| b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter; | 3c: Engaging students in learning - Activities and Assignments - <i>Grouping of Students</i> - <i>Instructional Materials and Resources</i> - Structure and Pacing | These are specific strategies that would characterize the learning experiences, and the pacing of the lesson. |
| c. Identify gaps in students' subject matter knowledge; | 3d: Using assessment in instruction - <i>Assessment Criteria</i> - Monitoring of Student Learning - <i>Feedback to Students</i> - <i>Student Self-Assessment and</i> - <i>Monitoring of Progress</i> | The purpose of monitoring student learning during instruction is to identify gaps in understanding and adjust the approach being used. |
| d. Modify instruction to respond to preconceptions or misconceptions; | 3e: Demonstrating flexibility and responsiveness - Lesson Adjustment - <i>Response to Students</i> - <i>Persistence</i> | An essential skill in teaching (and one that develops with experience) is the ability to make adjustments to the approaches being used. |
| e. Relate and integrate the subject matter with other disciplines and life experiences; | 1e: Designing coherent instruction - Learning Activities - <i>Instructional Materials and Resources</i> - <i>Instructional Groups</i> - <i>Lesson and Unit Structure</i> 3c: Engaging students in learning - Activities and Assignments - <i>Grouping of Students</i> - <i>Instructional Materials and Resources</i> - <i>Structure and Pacing</i> | During both planning (Domain 1) and instruction (Domain 3) a mark of expertise is the skill to coordinate and integrate disciplines to one another. A critical element of high-level instruction is to relate the content to students' life experiences. |
| f. Employ higher-order questioning techniques; | 3b: Using questioning and discussion techniques - Quality of Questions - <i>Discussion Techniques</i> - <i>Student Participation</i> | Questioning and discussion is a critical element of good instruction; through good questioning, students are able to deepen their understanding. |

| Florida Accomplished Educator Standards | Framework for Teaching Domains/Components/Themes | Comments |
|--|---|--|
| g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding; | 3c: Engaging students in learning - Activities and Assignments - <i>Grouping of Students</i> - Instructional Materials and Resources - <i>Structure and Pacing</i> One of the common themes of the framework for teaching, permeating all components, is "Appropriate Use of Technology" | The goal of engaging students in learning is to enable them to develop understanding of complex content. When appropriate, teachers use technology for this purpose. |
| h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students; | 1b: Demonstrating knowledge of students - Knowledge of Child and Adolescent Development - Knowledge of the Learning Process - Knowledge of Students' Skills, Knowledge, and Language Proficiency - Knowledge of Students' Interests and Cultural Heritage - Knowledge of Students' Special Needs One of the common themes of the framework for teaching, permeating all components, is "Accommodating Diverse Student Needs." | At the higher levels of performance in many components of the framework for teaching teachers attend to individual student needs. |
| i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement | 3d: Using assessment in instruction - <i>Assessment Criteria</i> - <i>Monitoring of Student Learning</i> - Feedback to Students - <i>Student Self-Assessment and</i> - <i>Monitoring of Progress</i> | Using formative assessment in teaching is one of the most powerful techniques to enhance student learning. |
| j. Utilize student feedback to monitor instructional needs and to adjust instruction | 3d: Using assessment in instruction - <i>Assessment Criteria</i> - Monitoring of Student Learning - Feedback to Students - <i>Student Self-Assessment and</i> - <i>Monitoring of Progress</i> 3e: Demonstrating flexibility and responsiveness | Using assessment in instruction, and adjusting instruction accordingly, are the principal means by which teachers individualize instruction. |

| Florida Accomplished Educator Standards | Framework for Teaching Domains/Components/Themes | Comments |
|---|---|---|
| | <ul style="list-style-type: none"> - Lesson Adjustment - <i>Response to Students</i> - <i>Persistence</i> | |
| 4. Assessment. The effective educator consistently: | | |
| a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process | 1b: Demonstrating knowledge of students <ul style="list-style-type: none"> - Knowledge of Child and Adolescent Development - Knowledge of the Learning Process - Knowledge of Students' Skills, Knowledge, and Language Proficiency - Knowledge of Students' Interests and Cultural Heritage - Knowledge of Students' Special Needs | An essential component of knowing one's students is knowing their background knowledge and skill; only then can teachers design appropriate learning experiences. |
| b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery; | 1f: Designing student assessments <ul style="list-style-type: none"> - Congruence with Instructional Outcomes - Criteria and Standards - Design of Formative Assessments | Good assessment – both formative and summative – must be designed prior to instruction; therefore it is part of Domain 1 (Planning and Preparation.) |
| c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains; | 3d: Using assessment in instruction <ul style="list-style-type: none"> - <i>Assessment Criteria</i> - Monitoring of Student Learning - <i>Feedback to Students</i> - <i>Student Self-Assessment and</i> - <i>Monitoring of Progress</i> | When teachers incorporate assessment strategies into their instruction, they use a variety of strategies, as appropriate to the content. |
| d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge; | 1f: Designing student assessments <ul style="list-style-type: none"> - Congruence with Instructional Outcomes - Criteria and Standards - <i>Design of Formative Assessments</i> 3d: Using assessment in instruction <ul style="list-style-type: none"> - <i>Assessment Criteria</i> - Monitoring of Student Learning - <i>Feedback to Students</i> | Assessment strategies are appropriate to both the content and the diverse students in the class. |

| Florida Accomplished Educator Standards | Framework for Teaching Domains/Components/Themes | Comments |
|---|--|---|
| | <ul style="list-style-type: none"> - <i>Student Self-Assessment and</i> - <i>Monitoring of Progress</i> | |
| e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) | 3d: Using assessment in instruction <ul style="list-style-type: none"> - <i>Assessment Criteria</i> - <i>Monitoring of Student Learning</i> - <i>Feedback to Students</i> - <i>Student Self-Assessment and</i> - <i>Monitoring of Progress</i> 4c: Communicating with families <ul style="list-style-type: none"> - <i>Information About the Instructional Program</i> - <i>Information About Individual Students</i> - <i>Engagement of Families in the Instructional Program</i> | <p>Experienced teachers provide feedback to students, and enlist them in their own self assessment.</p> <p>A critical aspect of a teacher's communication with families relates to their children's progress in learning.</p> |
| f. Applies technology to organize and integrate assessment information. | One of the common themes of the framework for teaching, permeating all components, is "Appropriate Use of Technology" | Technology is incorporated throughout a teacher's practice, including assessment. |
| (b) Continuous Improvement, Responsibility and Ethics. | | |
| 1. Continuous Professional Improvement. The effective educator consistently: | | |
| a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs; | 4e: Growing and developing professionally <ul style="list-style-type: none"> - <i>Enhancement of Content Knowledge and Pedagogical Skill</i> - <i>Receptivity to Feedback from Colleagues</i> - <i>Service to the Profession</i> | An essential component of a teacher's professionalism is a commitment to ongoing learning. |
| b. Examines and uses data-informed research to improve instruction and student achievement; | 4e: Growing and developing professionally <ul style="list-style-type: none"> - <i>Enhancement of Content Knowledge and Pedagogical Skill</i> - <i>Receptivity to Feedback from Colleagues</i> - <i>Service to the Profession</i> | Worthwhile professional learning depends on strengthening practice based on research-based strategies. |
| c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement | 4c: Communicating with families <ul style="list-style-type: none"> - <i>Information About the Instructional Program</i> - <i>Information About Individual Students</i> - <i>Engagement of Families in the Instructional Program</i> | Student learning is enhanced when all parties to their experience – teachers, other colleagues, and parents – work in tandem. |

| Florida Accomplished Educator Standards | Framework for Teaching Domains/Components/Themes | Comments |
|--|--|--|
| | 4d: Participating in a professional community - Relationships with Colleagues - Involvement in a Culture of Professional Inquiry - <i>Service to the School</i> - <i>Participation in School and District Projects</i> | |
| d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; | 4a: Reflecting on teaching - Accuracy - Use in Future Teaching 4e: Growing and developing professionally - Enhancement of Content Knowledge and Pedagogical Skill - Receptivity to Feedback from Colleagues - <i>Service to the Profession</i> | Reflection on practice, and basing professional development activities on that reflection, is the mark of a true professional. |
| e. Implements knowledge and skills learned in professional development in the teaching and learning process. | 4a: Reflecting on teaching - <i>Accuracy</i> - Use in Future Teaching 4e: Growing and developing professionally - Enhancement of Content Knowledge and Pedagogical Skill - Receptivity to Feedback from Colleagues - <i>Service to the Profession</i> | Professional development activities are wasted if teachers don't make use of their learning in their practice. |
| 2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession. | | |
| Code of Ethics and the Principles of Professional Conduct | 4f: Showing professionalism - Integrity And Ethical Conduct - <i>Service To Students</i> - <i>Advocacy</i> - <i>Decision Making</i> | Teaching, like other professions, depends on adherence to a meaningful code of ethics. |

Evaluation Components

| | | |
|---|---|--|
| <i>50% Instructional Practice (Observation)</i> | <i>17% Deliberate Practice Plan (Self-targeted professional growth approved by the administrator)</i> | <i>33% Student Achievement (FSA Testing, EOC, Performance Matters, I-Ready etc.)</i> |
|---|---|--|

Deliberate practice is a way for teachers to grow their expertise through a series of planned activities, reflection, and collaboration. There is a protocol involved in this practice: setting personal goals, focused practice, focused feedback, observing and discussing teaching, and monitoring your progress.

In the Professional Growth Model there is an expectation that all teachers can increase their expertise from year to year, which produces gains in student achievement from year to year with a powerful cumulative effect. In Effective Teaching Practices, teachers take the lead in identifying their personal growth goals, and collaborate with their principals on their goals and professional development needs. These goals and professional development should be structured, resourced and monitored by the principal.

Deliberate Practice focuses on professional growth and collaboration. The following outlines the steps that should be taken in the development of a Deliberate Practice Plan (DPP).

- Step 1: Self-Assessment
 - Complete the self-assessment within Teachscape and analyze student assessment data that is available.
- Step 2: Student Learning Objective (SLO) Chart
 - Based on the self-assessment and student data, identify three (3) to four (4) student learning objectives (SLOs). Student learning objectives are long term targets of academic growth that are measurable and standards-based. These targets are developed by reviewing available data, identifying student needs, and targeting specific areas.
 - *At least one (1) SLO must take into consideration performance on the statewide assessment program if a teacher teaches a tested subject.*
- Step 3: Identify Instructional Practice Areas of Focus
 - Identify one (1) element (instructional strategies from Domain 3) upon which you will focus and demonstrate your instructional skill growth this year by collaborating with your principal, reviewing previous year's evaluation, and keeping your student learning objectives in mind. The focus strategy should be identified as an area in which you have the most room for instructional skill growth.
- Step 4: Identify Specific Action Steps and Resources
- Step 5: Progress Monitoring
 - Student Learning Objective
 - Varies based on identified student learning objectives and identified measurement tools.
 - Instructional Practice
 - Monitor instructional strategies identified in Step 3. Midpoint data can be pulled from formal, informal, peer, or walkthrough observation(s).

Summative Appraisal Process

The end-of-year summative should be a culmination of multiple sources of feedback pertaining to the teachers' progress on their DPP, demonstration of the Florida Educator Accomplished Practices, informal and formal observations, Classroom Walkthroughs (CWT's), and the Evaluator Assessment Rubric.

An Overall Evaluation Rating will be based upon Domains 1-4, Student Growth [e.g., Value Added Model (VAM)] and/or Proficiency based upon three years of assessment data when available, and the Deliberate Practice Plan. The data source for the Student Growth/Proficiency score will follow the district's Student Growth Measure timeline which has been submitted to the Florida Department of Education for approval. During this evaluation, the administrator and teacher will have dialogue concerning the specific contents of the DPP and the achievement of their targeted students. It is important that the teacher and administrator have developed an open and honest relationship, so the teacher will receive meaningful evaluation information. The teacher will be notified within the first six weeks of the school year which administrator at the school will be conducting their summative evaluation for that school year. The summative evaluator will be either the Principal or Assistant Principal. Academic Services staff will also be trained in the evaluation process and may provide input into personnel evaluations.

Teacher Categories

For the purpose of instructional support and evaluation, teachers will be divided into four categories.

- Category 1a relates to teachers with no experience.
- Category 1 relates to teachers with 1-3 years of experience and teachers new to the district regardless of years of experience. (Teachers new to the district who have multiple years of experience from another district may move to category 2 or 3 upon receiving a highly effective rating on their evaluation their first year in Madison County.)
- Category 2 relates to teachers with 4+ years of experience.
- Category 3 relates to teachers who require intensive support based upon prior observations and performance.

The following chart depicts the categories and the requirements for each:

| Category 1a – Teachers with no experience (new to the profession) |
|--|
| <ul style="list-style-type: none">• Self-Assessment• DPP• 2 formal observations, including pre-conferencing and post-conferencing• 2 Summative Evaluations• A mentor will be assigned to assist the teacher during their first two years of employment.• Classroom walkthroughs will be conducted throughout the year.• Informal observations will be conducted throughout the year as needed. |
| Category 1 – Teachers with 1-3 Years of Experience |

Teachers on Year 1 and 2:

- Self-Assessment
- DPP
- 2 formal observations, including pre-conferencing and post-conferencing
- 2 Summative Evaluations
- A mentor will be assigned to assist the teacher during their first two years of employment. For those with experience from other counties, this mentor assignment should be for one year only unless deemed necessary for continuation by the administrator.

- Classroom walkthroughs will be conducted throughout the year.
- Informal observations will be conducted throughout the year as needed.

Teachers on Year 3:

- Self-Assessment
- DPP
- 2 formal observations, including pre-conferencing and post-conferencing
- 1 Summative Evaluation
- Classroom walkthroughs will be conducted throughout the year.
- Informal observations will be conducted throughout the year as needed.

Category 2 – Teachers with 4+ Years of Experience

- Self-Assessment
- DPP
- 1 formal observation, including pre-conferencing and post-conferencing
- 1 Summative Evaluation
- Classroom walkthroughs will be conducted throughout the year.
- Informal observations will be conducted throughout the year as needed.

Category 3 – Teachers with 4 or More Years of Experience and in Need of Intensive Support*

Teachers Scoring a “Needs Improvement”:

- Self-Assessment
- DPP
- A mentor will be assigned to assist the teacher in area(s) of need.
- 2 formal observations including pre-conferencing and post-conferencing
- 1 Summative Evaluation
- Classroom walkthroughs will be conducted throughout the year.
- Informal observations will be conducted throughout the year as needed.

Teachers Scoring “Unsatisfactory”:

- Self-Assessment
- DPP
- Assistance Plan
- A mentor will be assigned to assist the teacher in area(s) of need.
- 2 formal observations, including pre-conferencing and post-conferencing
- 1 Summative Evaluation
- Classroom walkthroughs will be conducted throughout the year.
- Informal observations will be conducted throughout the year as needed.

See below for the statute pertaining to teachers with unsatisfactory performance [Rule 6A-5.030(2)(f)6., F.A.C.].

**Notification of Unsatisfactory Performance: If an employee who holds a professional service contract as provided in F.S. 1012.33 is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. The notice must describe such unsatisfactory performance and include notice of the following procedural requirements:*

(a) Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee who holds a professional service contract, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time,

(b) The employee who holds a professional service contract shall be placed on performance probation and governed by the provisions of this section for 90 calendar days following the receipt of the notice of unsatisfactory performance to demonstrate corrective action. School holidays and school vacation periods are not counted when calculating the 90-calendar-day period. During the 90 calendar days, the employee who holds a professional service contract must be evaluated periodically and apprised of progress achieved and must be provided assistance and inservice training opportunities to help correct the noted performance deficiencies. At any time during the 90 calendar days, the employee who holds a professional service contract may request a transfer to another appropriate position with a different supervising administrator; however, if a transfer is granted pursuant to ss. 102.27(1) and 1012.28(6), it does not extend the period for correcting performance deficiencies.

(c) Within 14 days after the close of the 90 calendar days, the evaluator must evaluate whether the performance deficiencies have been corrected and forward a recommendation to the district school superintendent. Within 14 days after receiving the evaluator’s recommendation, the district school superintendent must notify the employee who holds a professional service contract in writing whether the performance deficiencies have been satisfactorily corrected and whether the district school superintendent will recommend that the district school board continue or terminate his or her employment contract. If the employee wishes to contest the district school superintendent’s recommendation, the employee must, within 15 days after receipt of the district school superintendent’s recommendation, submit a written request for a hearing.

Pursuant to F.S. 1012.34(5) "ADDITIONAL NOTIFICATIONS".—The district school superintendent shall annually notify the department of any instructional personnel or school administrators who receive two consecutive unsatisfactory evaluations. The district school superintendent shall also notify the department of any instructional personnel or school administrators who are given written notice by the district of intent to terminate or not renew their employment. The department shall conduct an investigation to determine whether action shall be taken against the certificate holder pursuant to s. [1012.795](#).

Timeline By Category Checklist

Teacher:

Category 1a

First 9 Weeks of School

- ___ District assigns the teacher a mentor who has participated in Clinical Education Training.
- ___ Principal notifies teacher of who will evaluate them.
- ___ Teacher completes the Self-Assessment.
 - ___ Teacher analyzes their self-assessment as well as current student data and completes a rough draft of the Deliberate Practice Plan and shares it with his or her mentor.
- ___ The teacher makes an appointment to discuss his or her DPP with his or her evaluator. This discussion should take place within the first nine weeks of the beginning of the school year.
- ___ The finalized DPP should be submitted to the administrator prior to the end of the first nine week grading period.
- ___ Teacher begins work on strategies and professional development opportunities.
- ___ Pre-Observation Conference is held with administrator. Complete and submit Pre-Conference Form prior to the meeting.
- ___ Administrator conducts a formal observation.
- ___ Post-Observation Conference is held with administrator within 10 working days from the observation. Complete Post-Conference Form prior to meeting.
- ___ Prior to the end of the first semester, meet with Principal for mid-year evaluation.
- ___ Teacher meets with collegial team and mentor to discuss DPP and get input on implementation.

Second 9 Weeks of School

- ___ Teacher meets with collegial team and mentor to discuss DPP and get input on implementation.
- ___ Compile artifacts to document Domain 1 and 4 and share with the administrator at the Mid-Year Summative Evaluation Conference.
- ___ Administrator completes Mid-Year Summative Evaluation.
- ___ Summative Evaluation Conference covering Florida Educators Accomplished Practices (FEAPS) will be held prior to end of the 1st Semester.

Third 9 Weeks of School

- ___ Pre-Observation Conference is held with administrator. Complete Pre-Conference Form prior to the meeting.
- ___ Administrator conducts a formal observation.
- ___ Teacher meets with collegial team and mentor to discuss DPP and teacher's results.
- ___ Post-Observation Conference is held with administrator within 10 working days from the observation. This must take place prior to April 1. Complete Post-Conference Form prior to meeting.
- ___ Compile artifacts to document Domain 1 and 4 and share with the administrator at the Summative Evaluation Conference (Please note: the Summative Evaluation Conference may take place at the same meeting as the second Post-Observation Conference.)
- ___ Summative Evaluation Conference covering Florida Educators Accomplished Practices (FEAPS) will be held prior to April 1.
- ___ Final summative Evaluation Conference covering Student Growth Data and finalize overall evaluation.

*Rating will be held no later than two weeks after student data is available.

Timeline By Category Checklist

Teacher:

Category 1

First 9 Weeks of School

- ___ District assigns the teacher a mentor who has participated in Clinical Education Training.
- ___ Principal notifies teacher of who will evaluate them.
- ___ Teacher completes the Self-Assessment.
- ___ Teacher analyzes their self-assessment as well as current student data and completes a rough draft of the Deliberate Practice Plan and shares it with his or her mentor.
- ___ The teacher makes an appointment to discuss his or her DPP with his or her evaluator. This discussion should take place within the first nine weeks of the beginning of the school year.
- ___ The finalized DPP should be submitted to the administrator prior to the end of the first nine week grading period.
- ___ Teacher begins work on strategies and professional development opportunities.
- ___ Pre-Observation Conference is held with administrator. Complete and submit Pre-Conference Form prior to the meeting.
- ___ Administrator conducts a formal observation.
- ___ Post-Observation Conference is held with administrator within 10 working days from the observation. Complete Post-Conference Form prior to meeting.
- ___ Prior to the end of the first semester, meet with Principal for mid-year evaluation.
- ___ Teacher meets with collegial team and mentor to discuss DPP and get input on implementation.

Second 9 Weeks of School

- ___ Teacher meets with collegial team and mentor to discuss DPP and get input on implementation.
- ___ Compile artifacts to document Domain 1 and 4 and share with the administrator at the Mid-Year Summative Evaluation Conference.
- ___ Administrator completes Mid-Year Summative Evaluation.
- ___ Summative Evaluation Conference covering Florida Educators Accomplished Practices (FEAPS) will be held prior to end of the 1st Semester.

Third 9 Weeks of School

- ___ Pre-Observation Conference is held with administrator. Complete Pre-Conference Form prior to the meeting.
- ___ Administrator conducts a formal observation.
- ___ Teacher meets with collegial team and mentor to discuss DPP and teacher's results.
- ___ Post-Observation Conference is held with administrator within 10 working days from the observation. This must take place prior to April 1. Complete Post-Conference Form prior to meeting.
- ___ Compile artifacts to document Domain 1 and 4 and share with the administrator at the Summative Evaluation Conference (Please note: the Summative Evaluation Conference may take place at the same meeting as the second Post-Observation Conference.)
- ___ Summative Evaluation Conference covering Florida Educators Accomplished Practices (FEAPS) will be held prior to April 1.
- ___ Final summative Evaluation Conference covering Student Growth Data and finalize overall evaluation.

*Rating will be held no later than two weeks after student data is available.

Timeline By Category Checklist

Teacher:

Category 2

First 9 Weeks of School

- ___ Principal notifies teacher of who will evaluate them.
- ___ Teacher completes the Self-Assessment.
- ___ Teacher analyzes their self-assessment as well as current student data and completes a rough draft of the Deliberate Practice Plan and shares it with his or her mentor.
- ___ The teacher makes an appointment to discuss his or her DPP with his or her evaluator. This discussion should take place within the first nine weeks of the beginning of the school year.
- ___ The finalized DPP should be submitted to the administrator prior to the end of the first nine week grading period.
- ___ Teacher begins work on strategies and professional development opportunities.
- ___ Teacher meets with collegial team to discuss DPP and get their input on implementation.

Second through Fourth 9 Weeks of School

- ___ Pre-Observation Conference is held with administrator. Complete Pre-Conference Form prior to meeting.
- ___ Administrator conducts a formal observation.
- ___ Teacher meets with collegial team to discuss DPP and teacher's results.
- ___ Post-Observation Conference is held with administrator within 10 working days from the Observation. This must take place prior to April 1. Complete Post-Conference Form prior to meeting.
- ___ Compile the artifacts to document Domain 1 and 4 and share with the administrator at the Summative Evaluation Conference. Please note: the Summative Evaluation conference may take place at the same meeting as the second Post-Observation Conference.
- ___ Summative Evaluation conference covering Florida Educators Accomplished Practices (FEAPS) will be held prior to April 1.
- ___ Final summative Evaluation conference covering Student Growth Data and finalize overall evaluation

*Rating will be held no later than two weeks after student data is available.

Timeline By Category Checklist

Teacher:

Category 3

First 9 Weeks of School

- ___ Principal assigns the teacher a mentor who has participated in Clinical Education Training.
- ___ Principal notifies teacher of who will evaluate them.
- ___ Teacher completes the Self-Assessment.
- ___ Teachers who scored “Unsatisfactory” will complete an Assistance Plan with his or her evaluator.
- ___ Teacher analyzes his or her self-assessment, as well as current student data and completes a rough draft of the Deliberate Practice Plan (DPP).
- ___ Teacher makes an appointment to discuss his or her DPP with his or her evaluator. This discussion should take place within the first nine weeks of the beginning of the school year.
- ___ The finalized DPP should be turned in to the administrator prior to the end of the first nine week grading period.
- ___ Teacher begins work on strategies and professional development opportunities.
- ___ Teacher meets with collegial team and mentor to discuss his or her DPP and get input on implementation.

Second through Fourth 9 Weeks of School

- ___ Pre-Observation Conference is held with administrator. Complete Pre-Conference Form prior to the meeting.
- ___ Administrator conducts a formal observation.
- ___ Teacher meets with collegial team and mentor to discuss DPP and teacher’s results.
- ___ Post-Observation Conference is held with administrator within 10 working days from the observation. Complete Post-Conference Form prior to meeting.
- ___ Compile artifacts to document Domain 1 and 4 and share with the administrator at the Summative Evaluation Conference. Please note, the Summative Evaluation Conference may take place at the same meeting as the second Post-Observation Conference.
- ___ Summative Evaluation Conference covering Florida Educators Accomplished Practices (FEAPS) will be held prior to April 1.
- ___ Final Summative Evaluation Conference covering Student Growth Data and finalize overall Evaluation

*Rating will be held no later than two weeks after student data is available.

Schedule of Observations for 2017-18

| Status | Formal Observations (Announced) | Informal Observations (Announced or Unannounced) | Walkthroughs |
|---|--|---|--|
| Category 1a NEW TEACHER (0 years of teaching experience) | 2 1 by 12/19/17 1 by 03/26/18 *Both from Domain 3 | 4 2 by 12/19/17 2 by 03/26/18 | 2 each nine weeks 4 by 12/19/17 4 by 03/26/18 |
| Category 1 (1-3 years of teaching experience or new to the district) | 2 1 by 12/19/17 1 by 03/26/18 *Both from Domain 3 | 4 2 by 12/19/17 2 by 03/26/18 | 2 each nine weeks 2 by 12/19/17 2 by 03/26/18 |
| Category 2 (4 or more years of teaching experience) | 1 1 by 03/26/18 *from Domain 3 | 2 1 by 12/19/17 1 by 03/26/18 | 1 each nine weeks 1 by 12/19/17 1 by 03/26/18 |
| Category 3 Struggling Teacher | 2 1 by 12/19/17 1 by 03/26/18 *Both from Domain 3 | 4 2 by 12/19/17 2 by 03/26/18 | 2 each nine weeks 4 by 12/19/17 2 by 03/26/18 |

The number of observations and walkthroughs listed above is a minimum requirement.

District School Board of Madison County Teacher Evaluation

Use of VAM Data

For teachers who are required to use the VAM data that is provided by the Florida Department of Education, the District School Board of Madison County will use the State's calculation.

1. For teachers who have multiple VAM scores and/or who teach other Florida Standards Assessment (FSA) or district-created End-of-Year (EOY) assessment tested areas where students' scores are only reported in percent meeting proficiency (e.g., Science), the weighted averages method will be used for the students and subject areas that he or she teaches.
2. Students must be present with the same teacher for both FTE counts for yearlong classes in order to count for teacher evaluation purposes. Instructional personnel will be provided the opportunity to review their class rosters for accuracy and to correct any mistakes [Rule 6A-5.030(2)(f)., F.A.C.].
3. Teachers who are hired after the first FTE will be evaluated using the Instructional Practice Score (IPS) and Deliberate Practice Plan (DPP) only.
4. Once teachers are given notification that the data is available to be verified, he or she has six (6) work days to verify data.
5. Appeals will be handled according to the union contract.
6. Currently, the following VAM models are approved, and therefore required to be used, for the following subjects and grades:
 - a. Reading (4th, 5th, 6th, 7th, 8th, 9th, 10th)
 - b. Mathematics (4th, 5th, 6th, 7th, 8th)
 - c. Algebra 1 (9th)
7. For classroom teachers teaching courses assessed by a statewide, standardized assessment, the student learning growth portion of the evaluation will include growth data for students assigned to the teacher over the course of at least three (3) years. If less than three (3) years of data are available, the years for which data are available will be used.
8. The following table will be used to convert VAM scores to a 100-point scale for calculation of the Student Growth Measure (SGM) component:

Note: If a VAM score falls between two values, use the next highest value when assigned a Student Growth Measure (SGM) score.

| VAM Score as determined by FLDOE cut scores – Madison County agrees to accept the calculation as determined by the state. | Category | Points for Use in the Final Summative Evaluation Formula |
|---|------------------------------|--|
| 4 | Highly Effective | 100 |
| 3 | Effective | 75 |
| 2 | Needs Improvement/Developing | 50 |
| 1 | Unsatisfactory | 25 |

| Non -VAM Score *as measured by growth or proficiency on the other assessments listed in the chart on the following page | Category | Points for Use in the Final Summative Evaluation Formula |
|--|------------------------------|--|
| 80 – 100% | Highly Effective | 100 |
| 60 – 79% | Effective | 75 |
| 41 – 59% | Needs Improvement/Developing | 50 |
| 0 – 40% | Unsatisfactory | 25 |

District School Board of Madison County Student Growth Measure for Teacher Evaluation (2017-2018)

100% of eligible assigned students will be used to calculate the student achievement points for the teacher. Teachers who teach FSA and non-FSA subjects will have a blended and proportional calculation for student achievement. Where there is a statewide, standardized assessment for a course, that statewide assessment and only that statewide assessment, can be used in the performance evaluation of a teacher's impact on students assigned to that course.

| Teacher Group/Grade | Instrument | Percentage |
|---|--------------------------------------|---|
| Pre-K (3 year olds) | Brigance | Percent of students demonstrating one year increase in developmental age score (as depicted by instrument) in language development. |
| Pre-K (4 yr olds ESE & VPK) | VPK Assessment | Percent of students Meeting Expectations on VPK Assessment. |
| Grades K g - 3 Reading/Math/Science/Social Studies) | iReady Assessment | Percent of assigned students demonstrating learning gains from First Diagnostic to Last Diagnostic, as described in attached iReady Table. |
| Grades 4 – 10 Reading/ELA Grades 4 – 8 Math | FSA | VAM scores provided by the state (using conversion table). |
| Algebra I, Geometry, US History | EOC | Percent of assigned students scoring proficient. |
| Grades 3-4 and Grades 6-7 Science | Study Island | Percent of assigned students scoring proficient on Study Island Post-test. |
| Grades 5 and 8 Science Biology | FCAT 2.0 Biology EOC | Percent of assigned students scoring proficient. |
| ESE Self-Contained (Access Courses) | FSAA | Percent of assigned students scoring proficient. |
| Grades 4-5 Social Studies | iReady ELA Assessment | Percent of assigned students demonstrating learning gains from Diagnostic 1 to Diagnostic 3, as described in attached iReady Table. |
| Grades 6 and 8 Social Studies AP Human Geography, World Cultures Geography, World History, American Government/Economics, Algebra II | District Developed Assessment | Percent of assigned students scoring proficient (70% or higher). |
| Grade 7 Civics | Civics EOC | Percent of assigned students scoring proficient. |
| Teachers of courses not assessed by a statewide, standardized assessment not mentioned above. | District Developed Assessment | Percent of assigned students scoring proficient (70% or higher). |
| ESE Support Facilitation | iReady, FSA, EOC, Study Island | Percent of assigned students demonstrating learning gains. |
| Speech Pathologists | Reading iReady and ELA FSA | Percent of assigned students demonstrating learning gains from Diagnostic 1 to Diagnostic 3, as described in attached iReady Table. Percent of assigned students scoring proficient. |
| Other Non-Classroom Instructional Personnel Special Area Courses (KG-5 th) | FSA/FCAT/EOC | Assigned Grade level(s) average from pertinent ELA and Math assessments (FSA, FCAT 2.0, EOC, iReady, FSAA, etc...) |

District School Board of Madison County

Pre-Observation Conference Questions

(To be completed by teacher prior to pre-observation conference)

Teacher Name: _____ Date: _____

School Name: _____ Observer Name: _____

Please provide brief answers (bullet points or narrative) to each question.

Learning Goals and Objectives

1. What is/are your lesson objective(s)?

2. How is/are the lesson objective(s) aligned with state curriculum standards?

3. What data did you use to design this lesson? How did the data influence the planning of this lesson?

Assessment

4. How will you know if your lesson objective(s) was/were achieved?

Instructional Strategies and Activities

5. What teaching strategies will you use to teach this lesson? What resources will be utilized?

Why did you choose these strategies and resources?

Connecting Learning

6. What is the academic relationship between this lesson with past or future lessons? (Why this lesson? Why now?)

Other

7. Please explain any special situations or circumstances of which the observer might need to be aware.

8. The observer will provide feedback on this lesson. Are there specific areas you would like the observer to look for/focus on?

District School Board of Madison County

Pre-Observation Conference Guide

(Required for the principal/evaluator to use in conducting the pre-observation conference)

Teachers will prepare answers to the numbered questions prior to the conference. The questions in bullets are guiding questions for you to facilitate the conversation and not required to be answered in writing by the teacher. Teachers may review this guide for preparation.

| Learning Goals and Objectives |
|--|
| 1. What is/are your lesson objective(s)? <ul style="list-style-type: none">• Why did you choose these goal(s) and objective(s)?• Where are you in relation to presenting this initial content and mastery?• How do you plan to communicate the learning objective to the students?• How are you segmenting the learning?• How much time are you spending on these goal(s) and objective(s)? |
| 2. How is/are the lesson objective(s) aligned with state curriculum standards? |
| 3. What data did you use to design this lesson? How did the data influence the planning of this lesson? <ul style="list-style-type: none">• What kind of background knowledge do the students need to have for this lesson?• What sources of student data did you use to determine student performance levels?• How do you become familiar with students' background knowledge, skill levels, experiences, and cultural resources?• Why are these concepts and habits appropriate to the students' learning needs? What difficulties or misunderstandings might students have? How have you planned for those?• What are some of the ways that you will make the learning relevant to students? |
| Assessment |
| 4. How will you know if your lesson objective(s) was/were achieved? <ul style="list-style-type: none">• How do you plan to provide feedback to the students?• How will the students be assessed by both the teacher and by the students themselves?• How will accomplishment be recognized?• Where have you built in time for student reflection and self-assessment in your lesson?• What are some of the questions you plan to ask students during the lesson?• How do you expect students to respond to questions-whole class? Individual?• How do you ensure that you call on students?• Are there opportunities in the lesson for students to generate questions that would encourage them to think? |

Instructional Strategies and Activities

5. What teaching strategies will you use to teach this lesson? What resources will be utilized?

- How will you model or explain clear expectations for the students' learning?
- How will each activity promote rigorous thinking?
- How will students be grouped for learning? How is the grouping related to the intended concepts and habits?
- How will differentiated assistance be provided to individual students, struggling students as well as those needing an extra challenge?
- How will you know when to move from one activity to the next?
- Are there parts of the lesson where you have planned to invoke curiosity, exploration, and discovery?
- Are you using visual aides to help enhance student understanding?
- Choose one activity and talk about the way you plan on presenting this to your students.

Why did you choose these strategies and resources?

- What theories of teaching and learning support this lesson design?

Connecting Learning

6. What is the academic relationship between this lesson with past or future lessons? (Why this lesson? Why now?)

- How are you planning to connect what the students will learn to what they have previously learned?
- How will you determine the students' retention and ongoing application of learning from this lesson?

Other

7. Please explain any special situations or circumstances of which the observer might need to be aware.

8. The observer will provide feedback on this lesson. Are there specific areas you would like the observer to look for/focus on?

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| Component 2a. Creating an Environment of Respect and Rapport: Supportive relationships and interactions between teacher and students and among students |
| Elements: <ul style="list-style-type: none"> • Teacher interaction with students • Student interactions with other students |
| Teacher and Student Evidence Collected in the Classroom: |

Levels of Performance:

| Unsatisfactory | Developing/Needs Improvement | Effective | Highly Effective |
|---|--|---|--|
| <p>Patterns of classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not respond to disrespectful behavior.</p> <p><i>Teacher uses disrespectful talk toward students. Student body language indicates feelings of hurt or insecurity. Teacher does not address disrespectful interactions among students. Teacher displays no familiarity with or caring about individual students' interests or personalities. Students use disrespectful talk toward one another with no response from the teacher.</i></p> | <p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate respect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results.</p> <p><i>The quality of interactions between teacher and students or among students is uneven, with occasional disrespect. Teacher attempts to respond to disrespectful behavior, with uneven results. Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not successful.</i></p> | <p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, developmental levels, and cultures of the students. Students exhibit respect for the teacher. Interactions among students are generally polite.</p> <p><i>Talk between teacher and students and among students is uniformly respectful. Teacher makes connections with individual students. Students exhibit respect for the teacher. During the lesson, the teacher offers encouragement to students as they struggle with complex learning. This may be 2b, expectations.</i></p> | <p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' ages, cultures, and levels of development. Students exhibit respect for the teacher and contribute to maintain high levels of civility among members of the class.</p> <p>In addition to the characteristics of "Effective": <i>Teacher demonstrates knowledge and caring about individual students' lives beyond school. The teacher's response to a student's incorrect response respects the student's dignity. When necessary, students correct one another in their conduct toward classmates.</i></p> |

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| Component 2b. Establishing a Culture for Learning: The atmosphere in the classroom that reflects high expectations and the importance of the work undertaken by both students and teacher. |
| Elements: <ul style="list-style-type: none"> • Importance of the content • Expectations for learning and achievement • Student pride in work |
| Teacher and Student Evidence Collected in the Classroom: |

Levels of Performance:

| Unsatisfactory | Developing/Needs Improvement | Effective | Highly Effective |
|--|---|--|--|
| <p>The classroom culture is characterized by a lack of the teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Learning is not expected or valued.</p> <p><i>The teacher conveys that the reasons for the work are external.</i></p> <p><i>The teacher conveys to at least some students, that they work is too challenging for them.</i></p> <p><i>The teacher trivializes the learning goals and assignments.</i></p> <p><i>Students exhibit little or no pride in their work.</i></p> | <p>The classroom culture is characterized by little commitment to the learning by the teacher or student. Student engagement in the task at hand is inconsistent. The teacher appears to be only “going through the motions and students indicate that they are interested in completion of a task, rather than quality”</p> <p><i>The teacher’s energy for the work is half-hearted or unsuccessful at enlisting student energy.</i></p> <p><i>The teacher conveys only modest expectations.</i></p> <p><i>The teacher trivializes some of the learning goals and assignments.</i></p> <p><i>Students comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work.</i></p> <p><i>Most students indicate that they are looking for an “easy path”</i></p> | <p>The classroom culture is a cognitively busy place where learning is valued by all. Students understand their role as learner and consistently expend effort to learn by engaging in the task at hand. Instructional outcomes, activities, and assignments convey high expectations for most students. Classroom interactions support learning.</p> <p><i>The teacher communicates the importance of the work and expectations that all students can be successful in it. Student work and conduct during a lesson indicate commitment to high quality.</i></p> <p><i>The teacher demonstrates a high regard for student abilities.</i></p> <p><i>The teacher emphasizes the role of hard work in student learning.</i></p> <p><i>The teacher expects student effort and recognizes it.</i></p> <p><i>The students put forth good effort to complete work of high quality.</i></p> | <p>The classroom culture is characterized by a shared belief in the importance of the learning. Instructional outcomes, activities, and assignments convey high expectations for all students. Classroom interactions may extend learning. Students assume responsibility for high quality work by initiating improvements, making revisions, adding detail, and/or helping peers. High expectations are internalized by students.</p> <p>In addition to the characteristics of “Effective”</p> <p><i>The teacher communicates a genuine passion for the subject.</i></p> <p><i>Students indicate that they are not satisfied unless they have complete understanding.</i></p> <p><i>Student questions and comments indicate a desire to understand the concepts rather than, for example, simply learning a procedure for getting the correct answer. Students recognize the efforts of their classmates.</i></p> <p><i>Students take initiative in improving the quality of their work.</i></p> |

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| Component 2c. Managing Classroom procedures: Routines and procedures to ensure the smooth operation of the classroom to maximize instructional time. |
| Elements: <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals |
| Teacher and Student Evidence Collected in the Classroom: |

Levels of Performance:

| Unsatisfactory | Developing/Needs Improvement | Effective | Highly Effective |
|--|---|--|---|
| <p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies. There is little evidence that students know or follow established routines.</p> <p><i>Students not working with the teacher are disruptive to the class.</i></p> <p><i>Non-instructional duties, such as taking attendance, consume much time.</i></p> <p><i>There are no established procedures for distributing and collecting materials.</i></p> <p><i>Procedures are confused or chaotic.</i></p> <p><i>Volunteers and paraprofessionals appear confused as to what they are supposed to be doing.</i></p> | <p>Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to disruption of the learning. With regular guidance and prompting, students follow established routines.</p> <p><i>Procedures for transitions, materials, and non-instructional duties seem to have been established, but their operation is rough. Small groups are only partially engaged while not working directly with the teacher.</i></p> | <p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies is consistent. With minimal guidance and prompting students follow established classroom routines.</p> <p><i>The students work productively in small group work.</i></p> <p><i>The teacher has established time-saving procedures for non-instructional activities.</i></p> <p><i>Routines for distribution and collection of materials and supplies work efficiently.</i></p> <p><i>Volunteers and paraprofessionals have clearly defined roles.</i></p> | <p>Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and engaged in consistently by students.</p> <p>In addition to the characteristics of "Effective":</p> <p><i>Students take the initiative with their classmates to ensure that their time is used productively.</i></p> <p><i>Students ensure that transitions are accomplished smoothly.</i></p> <p><i>Students take initiative in distributing and collecting materials efficiently.</i></p> <p><i>Paraprofessionals and volunteers take initiative in improving learning opportunities for students.</i></p> |

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| Component 2d. Managing Student Behavior: Clear standards of conduct, understood by students, to ensure an orderly and productive learning environment. |
| Elements: <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student behavior |
| Teacher and Student Evidence Collected in the Classroom: |

Levels of Performance:

| Unsatisfactory | Developing/Needs Improvement | Effective | Highly Effective |
|--|--|--|--|
| <p>There is little or no teacher monitoring of student behavior. Response to students' misbehavior is repressive or disrespectful of student dignity. Students challenge the standards of conduct.</p> <p><i>The classroom environment is chaotic, with no apparent standards of conduct. The teacher does not monitor student behavior. Some students violate classroom rules, without apparent teacher awareness or consequences. When the teacher notices student misbehavior, she/he appears helpless to do anything about it.</i></p> | <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.</p> <p><i>The teacher attempts to maintain order in the classroom but with uneven success. Classroom rules are posted, but neither teacher nor students refer to them. Teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent: sometimes very harsh, other times lenient.</i></p> | <p>Student behavior is generally appropriate. The teacher monitors student behavior against standards of conduct. Teacher response to student misbehavior is consistent, appropriate, and respectful to students.</p> <p><i>Students can describe the standards of conduct. Upon a non-verbal signal from the teacher, students correct their behavior. Teacher continually monitors student behavior.</i></p> | <p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. The teacher's monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs.</p> <p>In addition to the characteristics of "Effective"</p> <p><i>Students can explain the reasons for the different standards of conduct and how they reflect students' own priorities. The teacher monitors student behavior without speaking—just moving about. Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</i></p> |

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| Component 2e. Organizing Physical Space: A safe physical environment, in which the furniture is arranged to support the learning activities. |
| Elements: <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources |
| Teacher and Student Evidence Collected in the Classroom: |

Levels of Performance:

| Unsatisfactory | Developing/Needs Improvement | Effective | Highly Effective |
|--|--|---|--|
| <p>The physical environment is unsafe or some students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p> <p><i>There are physical hazards in the classroom, endangering student safety.</i></p> <p><i>Some students can't see or hear the teacher or see the board.</i></p> <p><i>Available technology is not being used, even if its use would enhance the lesson.</i></p> | <p>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.</p> <p><i>The physical environment is safe, and most students can see and hear. The physical environment is not an impediment to learning, but does not enhance it.</i></p> <p><i>The teacher makes limited use of available technology and other resources.</i></p> | <p>The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</p> <p><i>The classroom is safe, and all students are able to see and hear.</i></p> <p><i>The classroom is arranged to support the instructional goals and learning activities.</i></p> <p><i>The teacher makes appropriate use of available technology.</i></p> | <p>The classroom is safe, and learning is accessible to all students including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p> <p>In addition to the characteristics of "Effective":</p> <p><i>Modifications are made to the physical environment to accommodate students with special needs.</i></p> <p><i>There is perfect alignment between the goals of the lesson and the physical environment.</i></p> <p><i>Students take the initiative to adjust the physical environment.</i></p> <p><i>Teacher makes extensive and imaginative use of available resources and technology.</i></p> |

Domain 2 – Strengths:

Domain 2 – Areas for Improvement:

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| Component 3a: Communication with Students: Clear statement of learning outcomes, directions for class activities, and explanations of concepts. Rich and imaginative use of language. |
| Elements: <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language |
| Teacher and Student Evidence Collected in the Classroom: |

Levels of Performance:

| Unsatisfactory | Developing/Needs Improvement | Effective | Highly Effective |
|--|---|--|--|
| <p>The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> <p><i>At no time during the lesson does the teacher convey to the students what they will be learning.</i></p> <p><i>Students indicate through their questions that they are confused as to the learning task.</i></p> <p><i>The teacher makes a serious content error that will affect students' understanding of the lesson.</i></p> <p><i>Students indicate through body language or questions that they don't understand the content being presented.</i></p> <p><i>The teacher's communications include errors of vocabulary or usage. Vocabulary is inappropriate to the age or culture of the students.</i></p> | <p>Teachers attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors. Some portions are clear; other portions are difficult to follow. Teacher's spoken language is correct; however, vocabulary is limited or not appropriate to the students' ages or backgrounds.</p> <p><i>The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.</i></p> <p><i>The teacher clarifies the learning task so students are able to complete it.</i></p> <p><i>The teacher makes no serious content errors, although may make a minor error.</i></p> <p><i>Vocabulary and usage are correct but unimaginative. Vocabulary may be too advanced or juvenile for the students.</i></p> | <p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is clear and accurate and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.</p> <p><i>The teacher states clearly, at some point during the lesson, what the students are learning.</i></p> <p><i>When asked by an observer, students can state what they are learning.</i></p> <p><i>Students engage with the learning task, indicating that they understand what they are to do.</i></p> <p><i>The teacher models the process to be followed.</i></p> <p><i>The teacher checks for student understanding of the learning task.</i></p> <p><i>The teacher makes no content errors.</i></p> <p><i>The teacher's explanation of content is clear and invites student participation and thinking.</i></p> <p><i>Vocabulary and usage are correct and completely suited to the lesson.</i></p> <p><i>Vocabulary is appropriate to the students' ages and levels of development.</i></p> | <p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understandings. Students contribute to explaining concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p> <p>In addition to the characteristics of "Effective":</p> <p><i>The teacher points out possible areas of misunderstanding.</i></p> <p><i>The teacher explains content clearly, using metaphors and analogies to bring content to life.</i></p> <p><i>All students seem to understand the presentation.</i></p> <p><i>The teacher invites students to explain the content to the class, or to classmates.</i></p> <p><i>The teacher uses rich language, offering brief vocabulary lessons where appropriate.</i></p> |

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| Component 3b. Using Questioning and Discussion Techniques: use of questioning and discussion to deepen student understanding, and invite students to formulate hypotheses, make connections, or challenge previously held views. |
| Elements: <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation |
| Teacher and Student Evidence Collected in the Classroom: |

Levels of Performance:

| Unsatisfactory | Developing/Needs Improvement | Effective | Highly Effective |
|---|---|--|--|
| <p>The teacher's questions/prompts are poorly aligned with lesson outcomes, with low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p> <p><i>Questions are rapid-fire and convergent, with a single correct answer. Questions do not invite student thinking. Many questions are unrelated to the lesson outcomes. All discussion is between teacher and students; students are not invited to speak directly to one another. The teacher only calls on students who have their hands up.</i></p> | <p>The teacher's questions/prompts are a combination of low and high quality, some related to the lesson objectives and of moderate cognitive challenge inviting a thoughtful response. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p> <p><i>Questions are a mix of higher-order and questions with a single correct answer. Some questions are unrelated to the learning outcomes. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number actually participate in the discussion.</i></p> | <p>Most of the teacher's questions/prompts are of high quality and support the lesson objectives, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, and advance high-level thinking and discourse. The teacher creates a genuine discussion among students, stepping aside when appropriate. The teacher successfully engages all students in the discussion, employing a range of strategies to ensure that all students are heard.</p> <p><i>Most questions are open-ended, inviting students to think. Most questions have multiple possible answers. Questions are related to the lesson objectives. The teacher makes effective use of wait time. Discussions enable students to talk to one another, without continual mediation by the teacher. The teacher calls on all students, even those who don't initially volunteer. All students actively engage in the discussion.</i></p> | <p>The teacher's questions/prompts are of uniformly high quality and fully support the lesson outcomes, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, advance high-level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p> <p>In addition to the characteristics of "Effective": <i>Students initiate higher-order questions. Students extend the discussion, enriching it. Students invite comments from their classmates during discussion.</i></p> |

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| Component 3c. Engaging Students in Learning: Learning activities that enable students to be intellectually active in exploring important and challenging content and engage in high-level thinking. |
| Elements: <ul style="list-style-type: none"> • Activities and assignments • Instructional materials and resources • Grouping of students • Structure and pacing |
| Teacher and Student Evidence Collected in the Classroom: |

Levels of Performance:

| Unsatisfactory | Developing/Needs Improvement | Effective | Highly Effective |
|--|---|--|---|
| <p>The learning activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, are unsuitable to the students' developmental stage, or do not require students to think. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged.</p> <p><i>Learning tasks require only recall or have a single correct response or method.</i></p> <p><i>The materials used ask students only to perform rote tasks.</i></p> <p><i>Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</i></p> <p><i>Instructional materials used are unsuitable to the lesson and/or the students.</i></p> <p><i>The materials used clash with students' cultures.</i></p> <p><i>Few students are engaged in the lesson.</i></p> | <p>The various elements of the lesson are partially aligned with the instructional outcomes, with minimal consideration of the students' development stage. Instruction does not facilitate students constructing knowledge, allowing some students to be passive or compliant. Learning activities, materials, resources, technology, and instructional grouping only partially engage students with the content. The lesson has a recognized structure; however, the pacing of the lesson may not provide students the time needed to intellectually engage with their learning.</p> <p><i>Learning tasks are a mix of those requiring thinking and recall.</i></p> <p><i>Students have no choice in how they complete tasks. The instructional groups partially serve the instructional purpose.</i></p> <p><i>The materials and resources are partially aligned to the lesson objectives, only some of them requiring student thinking. There is a discernible structure to the lesson, but it's not completely successful.</i></p> <p><i>Some students are intellectually engaged in the lesson.</i></p> | <p>The various elements of the lesson are well-aligned with the instructional outcomes, are suitable to the students' development, and facilitate students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by groups of students with important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to intellectually engage with their learning.</p> <p><i>Most learning tasks demand higher-order thinking.</i></p> <p><i>Learning tasks have multiple correct responses or approaches. There is a productive mix of different types of groupings, suitable to the lesson objectives.</i></p> <p><i>Materials and resources support the learning goals and students' cultures.</i></p> <p><i>The lesson has a clear structure.</i></p> <p><i>Most students are intellectually engaged in the lesson.</i></p> | <p>The various elements of the lesson are well-aligned with the instructional outcomes and individual needs of the learners. The lesson is entirely suitable to the students' development, and facilitates all students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by each student in important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students have choice in how they complete tasks and may serve as resources for one another.</p> <p>In addition to the characteristics of "Effective":</p> <p><i>Students have choice in how they complete tasks.</i></p> <p><i>Students modify a learning task to make it more meaningful or relevant to their needs.</i></p> <p><i>Students suggest modifications to the grouping patterns used.</i></p> <p><i>Students suggest modifications or additions to the materials being used.</i></p> <p><i>Students have an opportunity for reflection and closure on the lesson.</i></p> <p><i>All students are highly engaged in the lesson.</i></p> |

Component 3d. Using Assessment in Instruction: use of formative assessment for teachers to keep their fingers on the pulse of a lesson, monitor student understanding, and, where appropriate, engage students in self-assessment and monitoring of learning.

Elements:

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

| Unsatisfactory | Developing/Needs Improvement | Effective | Highly Effective |
|--|---|---|--|
| <p>Assessment or monitoring of student learning is absent or minimal. Feedback is absent or of poor quality. There is no attempt to adjust the lesson as a result of assessment. Students are not aware of the assessment criteria and do not engage in self-assessment.</p> <p><i>The teacher gives no indication of what high-quality work looks like.</i></p> <p><i>Assessment is used only for grading.</i></p> <p><i>The teacher makes no effort to determine whether students understand the lesson.</i></p> <p><i>Feedback is only global.</i></p> <p><i>The teacher does not ask students to evaluate their own or classmates' work.</i></p> | <p>Assessment is occasionally used to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is inaccurate or unspecific, and students are only partially aware of the assessment criteria used to evaluate their work. Questions/Prompts/Assessments are not used to diagnose evidence of learning.</p> <p><i>The teacher requests global indications of student understanding.</i></p> <p><i>Feedback to students is not uniformly specific, not oriented toward future improvement of work.</i></p> <p><i>The teacher makes only minor attempts to engage students in self- or peer-assessment.</i></p> | <p>Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students are aware of the assessment criteria. Questions/Prompts/Assessments are used to diagnose evidence of learning, and adjustment to instruction is made to address student misunderstandings.</p> <p><i>The teacher monitors student learning through a variety of means, including using specifically formulated questions to elicit evidence of student understanding, for at least groups of students.</i></p> <p><i>Feedback includes specific and timely guidance on how students can improve their performance.</i></p> <p><i>The teacher elicits evidence of individual student understanding once during the lesson.</i></p> <p><i>Students are invited to assess their own work and make improvements.</i></p> | <p>Assessment is fully integrated into the instruction, through student involvement in establishing the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Students are aware of and may contribute to the assessment criteria.</p> <p>Questions/Prompts/Assessments are used regularly to diagnose evidence of learning, and instruction is adjusted and differentiated to address individual student misunderstandings.</p> <p>In addition to the characteristics of "Effective":</p> <p><i>There is evidence that students have helped establish evaluation criteria.</i></p> <p><i>Teacher monitoring of student understanding is sophisticated and continuous; the teacher is constantly "taking the pulse" of the class.</i></p> <p><i>The teacher makes frequent use of strategies to elicit information about individual student understanding.</i></p> <p><i>Feedback to students is obtained from many sources, including other students.</i></p> <p><i>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</i></p> |

| |
|--|
| Component 3e. Demonstrating Flexibility and Responsiveness: Awareness and use of teachable moments to make minor and major adjustments to a lesson, and to incorporate student interests and questions into classroom activities. |
| Elements: <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence |
| Teacher and Student Evidence Collected in the Classroom: |

Levels of Performance:

| Unsatisfactory | Developing/Needs Improvement | Effective | Highly Effective |
|--|--|--|---|
| <p>The teacher adheres to the instruction planning spite of evidence of poor student understanding or students' lack of interest. The teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p> <p><i>The teacher ignores indications of student boredom or lack of understanding.</i></p> <p><i>The teacher brushes aside student questions.</i></p> <p><i>The teacher makes no attempt to incorporate student interests into the lesson.</i></p> <p><i>The teacher conveys to students that when they have difficulty learning, it is their fault.</i></p> <p><i>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</i></p> | <p>The teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p> <p><i>The teacher's efforts to modify the lesson are only partially successful.</i></p> <p><i>The teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</i></p> <p><i>The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.</i></p> <p><i>In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</i></p> | <p>The teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</p> <p><i>The teacher successfully makes a minor modification to the lesson.</i></p> <p><i>The teacher incorporates students' interests and questions into the heart of the lesson.</i></p> <p><i>The teacher conveys to students that he/she has other approaches to try when the students experience difficulty.</i></p> <p><i>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</i></p> | <p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully makes a major adjustment to a lesson when needed. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p> <p>In addition to the characteristics of "Effective":</p> <p><i>The teacher successfully executes a major lesson readjustment when needed.</i></p> <p><i>The teacher seizes on a teachable moment to enhance a lesson.</i></p> <p><i>The teacher conveys to students that he/she won't consider a lesson "finished" until every student understands, and that he/she has a broad range of approaches to use.</i></p> <p><i>In reflecting on practice, the teacher can cite others in the school and beyond who he/she has contacted for assistance in reaching some students.</i></p> |

Domain 3 – Strengths:

Domain 3 – Areas for Improvement:

Signature of Teacher:_____

Signature of Administrator:_____

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Post Observation Reflection

Teacher: _____ Observer: _____

Planning Conference Date: _____ Observation Date: _____ Reflection Conference Date: _____

| General Reflection |
|---|
| 1. Overall, how do you think the lesson went and why? |
| Answer: |
| 2. In what ways did students meet or not meet the learning goals you established for this lesson? How did your assessments inform your understanding of student learning? |
| Answer: |
| Quality Instruction |
| 3. (Engagement) How did the strategies you used to introduce new content to students support student learning? |
| Answer: |
| 4. (Guided and Independent Instruction) How did the strategies you used to help students deepen and practice their understanding of new knowledge support student learning? |
| Answer: |
| 5. (Evaluation) How did the performance task help you check for understanding? |
| Answer: |
| 6. What opportunities were provided in the lesson for students to answer questions that encouraged them to think? |
| Answer: |

7. To what extent did the organization of your classroom (room arrangement, materials, and your rules and procedures maximize student learning?

Answer:

Learning Environment

8. Which techniques for maintaining academic focus were most successful? Which techniques were not successful?

Answer:

9. How did the use of positive and negative consequences impact student adherence or lack of adherence to rules and procedures?

Answer:

10. What specific actions did you take during this lesson to build student relationships with your students? What impact did these actions have on your relationships with students?

Answer:

11. What specific actions did you take to communicate high expectations for students? How did these impact students' learning?

Answer:

12. How will you change your instructional plan to differentiate for individual student needs?

Answer:

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Conference Discussion Guide

(Required for the principal/evaluator to use in conducting the post-observation conference)

| Post-Observation Conference Steps |
|---|
| <u>Introduction and Greeting</u> <ul style="list-style-type: none">• Set the tone.• Establish the length of the conference.• Review the summary of conference process. |
| <u>Discussion: Guiding Questions</u> <ul style="list-style-type: none">• Do you feel you successfully achieved the lesson objective(s)? Why/why not?• What data support your answer to the previous question?• What do you feel worked well and what would you refine if you were to teach this lesson again to the same class?• Based on student learning of your objectives, what are your next steps?• As you reflect over this observation cycle, what ideas or insights are you discovering about your teaching? |
| <u>Strengths</u> <ul style="list-style-type: none">• Share strengths of the lesson and provide examples.• Prompt the teacher to talk about one strength you want to reinforce. Elicit feedback to explain why the skill is critical to student learning. |
| <u>Areas for Development</u> <p>Share three areas for development and provide examples from the observation.</p> <ol style="list-style-type: none">1.2.3. <p>Recommend actions to improve practice (e.g. training courses, peer observation, lesson modeling).</p> |
| <u>Closing</u> <p>Discuss next steps including professional development.</p> |

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Classroom Teacher Assessment Rubric

| Teacher Self Assessment _____ Evaluator Assessment _____ Score: _____ | | | | |
|---|--|---|---|--|
| Domain 1: Planning and Preparation (18 points) | | | | |
| Component (3 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (1.8 point each) | Effective (2.4 points each) | Highly Effective (3 points each) |
| <i>1a: Demonstrating knowledge of content and pedagogy</i> | Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline. | Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline. | Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline. | Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge or prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. |
| <i>1b: Demonstrating knowledge of students</i> | Teacher demonstrates little or no knowledge of students' background, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. | 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. | Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. | 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. |
| <i>1c: Setting instructional outcomes</i> | 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 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 are capable of assessment. 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. |
| <i>1d: Demonstrating knowledge of resources</i> | Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge. | 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. Teacher does not seek to extend such knowledge. | 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. | 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. |
| <i>1e: Designing coherent instruction</i> | The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students. | The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. | Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences, aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. | 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 to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs. |
| <i>1f: Designing student assessment</i> | Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. Assessment results not used in planning. | Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole. | Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students. | Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students. |

Domain 2: The Classroom Environment (30 Points)

| Component (6 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (3.6 points each) | Effective (4.8 points each) | Highly Effective (6 points each) |
|---|--|--|---|--|
| <i>2a: Creating an environment of respect and rapport</i> | Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and 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 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 among 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. |
| <i>2b: Establishing a culture for learning</i> | The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work. | Teacher's attempt to create a culture for learning are 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, 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. |
| <i>2c: Managing classroom procedures</i> | Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. | Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. | Little instructional time is lost due to 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. |
| <i>2d: Managing student behavior</i> | 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. 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. Teacher response to student misbehavior is appropriate and respects the students' dignity. | Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |
| <i>2e. Organizing physical space</i> | The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities. | The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. 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; teacher ensures that the physical arrangement is appropriate to the learning activities. 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. |

| Teacher Self Assessment _____ Evaluator Assessment _____ Score _____ | | | | |
|--|--|---|---|---|
| Domain 3: Instruction (40 Points) | | | | |
| Component (8 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (4.8 points each) | Effective (6.4 points each) | Highly Effective (8 points each) |
| <i>3a: Communicating with students</i> | Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clear to students, Communications are appropriate to students' cultures and levels of development. | Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions. |
| <i>3b: Using questioning and discussion techniques</i> | Teacher's questions are low-level or inappropriate, inciting 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. 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. |
| <i>3c: Engaging students in learning</i> | Activities and assignments, materials, and groupings of students are inappropriate to 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 to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained. | Activities and assignments, materials, and groupings of students are fully appropriate to 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 are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals , and the structure and pacing allow for student reflection and closure. |
| <i>3d: Using Assessment in Instruction</i> | Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students. | Assessment is occasionally used in instruction, through some monitoring of progress of learning by 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 teacher and/or students, and through 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 and monitoring of progress by both students and teachers , and high quality feedback to students from a variety of sources. |
| <i>3e: Demonstrating flexibility and responsiveness</i> | Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. | Teacher attempts to modify the lesson when needed to respond to student questions with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. | Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests. | Teacher seizes an opportunity to enhance learning , building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies. |

| Teacher Self Assessment _____ Evaluator Assessment _____ Score _____ | | | | |
|--|--|---|--|--|
| Domain 4: Professional Responsibilities (12 Points) | | | | |
| Component (2 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (1.2 point each) | Effective (1.6 point each) | Highly Effective (2 points each) |
| <i>4a: Reflecting on Teaching</i> | Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved. | Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved. | Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement. | Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills. |
| <i>4b: Maintaining Accurate Records</i> | The information management system on student completion of assignments, student progress in learning, and/or non-instructional activities is either absent or in disarray. | The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy. | The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective. | The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation. |
| <i>4c: Communicating with Families</i> | The educator provides little/no culturally-appropriate information to families about the instructional program, student progress or responses to family concerns. Families are not engaged in the instructional program. | The educator provides minimal and/or occasionally insensitive communication/response to family concerns; partially successful attempts to engage families in the instructional program. | The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent successful efforts to engage families in the instructional program. | The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning. |
| <i>4d: Participating in a Professional Community</i> | Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects. | Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked. | Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects with teacher making substantial contributions. | Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects. |
| <i>4e: Growing and Developing Professionally</i> | Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities. | Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations | Teacher interactions are characterized by honesty, integrity, confidentiality, and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations. | Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices in ensuring full compliance with regulations. |
| <i>4f: Showing Professionalism</i> | Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations | Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations. | Teacher interactions are characterized by honesty, integrity, confidentiality, and/or assurance that all students are fairly served, participation in team or departmental decision-making and/or full compliance with regulations. | Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations. |

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Instructional Specialists/Coaches/Curriculum Coordinator

| Instructional Specialist/Coach/Curriculum Coordinator | | | | |
|--|---|--|---|---|
| Self-Assessment _____ | | Evaluator Assessment _____ | | Score _____ |
| Domain 1: Planning and Preparation (18 Points) | | | | |
| Component (3 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (1.8 point each) | Effective (2.4 points each) | Highly Effective (3 points each) |
| <i>1a: Demonstrating knowledge of current trends in specialty area and professional development</i> | Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development. | Instructional specialist demonstrates basic familiarity with specialty area or 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. |
| <i>1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program</i> | 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. |
| <i>1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served</i> | 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 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. |
| <i>1d: Demonstrating knowledge of resources, both within and beyond the school and district</i> | 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. |
| <i>1e: Planning the instructional support program, integrated with the overall school program</i> | 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. |
| <i>1f: Developing a plan to evaluate the instructional support program</i> | Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important. | Instructional specialist has a rudimentary plan to evaluate the instructional support program. | Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. |

Instructional Specialist/Coach/Curriculum Coordinator

Self Assessment_____ Evaluator Assessment_____ Score_____

Domain 2: The Classroom Environment (30 Points)

| Component (6 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (3.6 points each) | Effective (4.8 points each) | Highly Effective (6 points each) |
|---|--|---|--|--|
| <i>2a: Creating an environment of trust and respect</i> | 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. |
| <i>2b: Establishing a culture for ongoing instructional improvement</i> | 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. |
| <i>2c: Establishing clear procedures for teachers to gain access to instructional support</i> | 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. |
| <i>2d: Establishing and maintaining norms of behavior for professional interactions</i> | 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. |
| <i>2e: Organizing physical space for workshops or training</i> | 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 in the physical arrangement. |

Instructional Specialist/Coach/Curriculum Coordinator

Self Assessment_____ Evaluator Assessment_____ Score_____

Domain 3: Instruction (40 Points)

| Component (8 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (4.8 points each) | Effective (6.4 points each) | Highly Effective (8 points each) |
|---|--|---|--|--|
| <i>3a: Collaborating with teachers in the design of instructional units and lessons</i> | Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units. | Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. | Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units. | Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school. |
| <i>3b: Engaging teachers in learning new instructional skills</i> | Teachers decline opportunities to engage in professional learning. | Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating. | All teachers are engaged in acquiring new instructional skills. | Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth. |
| <i>3c: Sharing expertise with staff</i> | 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 appropriated to the needs of the teachers being served. | The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. | The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers. |
| <i>3d: Locating resources for teachers to support instructional improvement</i> | Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so. | Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available. | Instructional specialist locates resources for instructional improvement for teachers when asked to do so. | Instructional specialist is highly proactive in locating resources for instructional improvement for teachers anticipating their needs. |
| <i>3e: Demonstrating flexibility and responsiveness</i> | Instructional specialist adheres to his plan, in spite of evidence of its inadequacy. | Instructional specialist makes modes 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 make changes as needed in response to student, parent, or teacher input. |

Instructional Specialist/Coach/Curriculum Coordinator

Self Assessment_____ Evaluator Assessment_____ Score_____

Domain 4: Professional Responsibilities (12 Points)

| Component (2 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (1.2 point each) | Effective (1.6 point each) | Highly Effective (2 points each) |
|--|---|---|--|---|
| <i>4a: Reflecting on practice</i> | 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. |
| <i>4b: preparing and submitting budgets and reports</i> | 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 specialists 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. |
| <i>4c: Coordinating work with other instructional specialists</i> | 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 specialist within and beyond the district. |
| <i>4d: participating in a professional community</i> | 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 specialists makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. |
| <i>4e: Engaging in professional development</i> | 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 specialist. |
| <i>4f: Showing professionalism including integrity and confidentiality</i> | 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 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. |

District School Board of Madison County

Library/Media Specialists

| <div> <div>Self-Assessment_____</div> <div>Library/Media Specialist</div> <div>Evaluator Assessment_____</div> <div>Score_____</div> </div> | | | | |
|---|--|---|---|--|
| Domain 1: Planning and Preparation (18 Points) | | | | |
| Component (3 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (1.8 point each) | Effective (2.4 points each) | Highly Effective (3 points each) |
| 1a: Demonstrating knowledge of literature and current trends in library/media practice and information in 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 to practice and information technology. | Library/media specialist demonstrates through 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 skills within those standards. | Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology. |
| 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 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. |
| 1f: Developing a plan to evaluate the library/media program | Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important | Library/media specialist has a rudimentary plan to evaluate the library/media program. | Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. |

| <div>Library/Media Specialist</div> <div>Self-Assessment_____ Evaluator Assessment_____ Score_____</div> | | | | |
|--|---|---|---|---|
| Domain 2: The Classroom Environment (30 Points) | | | | |
| Component (6 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (3.6 points each) | Effective (4.8 points each) | Highly Effective (6 points each) |
| <i>2a: Creating an environment of respect and rapport</i> | 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 and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. | Interactions, both between the library/media specialist and students and among students, are 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. |
| <i>2b: Establishing a culture for investigation and love of literature</i> | 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 and colleagues conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values. |
| <i>2c: Establishing and maintaining library procedures</i> | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role. | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful. | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role. | Media center routines and procedures (for example, 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. |
| <i>2d: Managing student behavior</i> | 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 representative 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 response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |
| <i>2e: Organizing physical space to enable smooth flow</i> | Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion. | Library/media specialist's efforts to make 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 and inviting. |

Library/Media Specialist

Self-Assessment _____

Evaluator Assessment _____

Score _____

Domain 3: Instruction (40 Points)

| Component (8 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (4.8 points each) | Effective (6.4 points each) | Highly Effective (8 points each) |
|---|---|---|--|---|
| <i>3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations</i> | 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 materials. 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 the 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. |
| <i>3b: Collaborating with teachers in the design of instructional units and lessons</i> | 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. |
| <i>3c: Engaging students in enjoying literature in learning information skills</i> | 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. |
| <i>3d: Assisting students and teachers in the use of technology in the library/media center</i> | 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. |
| <i>3e: Demonstrating flexibility and responsiveness</i> | 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. |

Library/Media Specialist

Self-Assessment _____

Evaluator Assessment _____

Score _____

Domain 4: Professional Responsibilities (12 Points)

| Component (2 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (1.2 point each) | Effective (1.6 point each) | Highly Effective (2 points each) |
|---|--|---|--|---|
| <i>4a: Reflecting on practice</i> | Library/media specialist does not reflect on practice, or the reflections are inaccurate of 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. |
| <i>4b: Preparing and submitting reports and budgets</i> | 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. |
| <i>4c: Communicating with the larger community</i> | 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. |
| <i>4d: Participating in a professional community</i> | Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects. | 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. |
| <i>4e: Engaging in professional development</i> | 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. |
| <i>4f: Showing professionalism</i> | 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. |

District School Board of Madison County

School Counselors

| School Counselor Self-Assessment_____ Evaluator Assessment_____ Score_____ | | | | |
|---|---|--|---|--|
| Domain 1: Planning and Preparation (18 Points) | | | | |
| Component (3 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (1.8 point each) | Effective (2.4 points each) | Highly Effective (3 points each) |
| 1a: Demonstrating knowledge of counseling theory and techniques | Counselor demonstrates little understanding of counseling theory and techniques. | Counselor demonstrates basic understanding of counseling theory and techniques. | Counselor demonstrates understanding of counseling theory and techniques. | Counselor demonstrates deep and thorough understanding of counseling theory and techniques. |
| 1b: Demonstrating knowledge of child and adolescent development | Counselor displays little or no knowledge of child and adolescent development. | Counselor displays partial knowledge of child and adolescent development. | Counselor displays accurate understanding of the typical 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, counselor displays knowledge of the extent to which individual students follow the general patterns. |
| 1c: Establishing goals for the counseling program appropriate to the setting and the students served | Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students. | Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students. | Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students. | Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultation with students, parents, and colleagues. |
| 1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district. | Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district. | Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly. | Counselor displays awareness of governmental regulations and of resources for students available, through the school or district, and some familiarity with resources external to the school. | Counselor's knowledge of governmental regulations and of resources for students is extensive including those available through the school or district and in the community. |
| 1e: Planning the counseling program, integrated with the regular school program | Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | Counselor has developed a plan that includes the important aspects of counseling in the setting. | Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program. |
| 1f: Developing a plan to evaluate the counseling program | Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important. | Counselor has a rudimentary plan to evaluate the counseling program. | Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. |

| <div> <div>School Counselor</div> <div> <div>Self-Assessment_____</div> <div>Evaluator Assessment_____</div> <div>Score_____</div> </div> </div> | | | | |
|--|---|--|---|--|
| Domain 2: The Classroom Environment (30 Points) | | | | |
| Component (6 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (3.6 points each) | Effective (4.8 points each) | Highly Effective (6 points each) |
| 2a: Creating an environment of respect and rapport | Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students. | Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful. | Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions. | Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions. |
| 2b: Establishing a culture for productive communication | Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers. | Counselor's attempts to promote a culture through-out the school for productive and respectful communication between and among students and teachers are partially successful. | Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers. | The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students. |
| 2c: managing routines and procedures | Counselor's routines for the counseling center or classroom work are non-existent or in disarray. | Counselor has rudimentary and partially successful routines for the counseling center or classroom. | Counselor's routines for the counseling center or classroom work effectively. | Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them. |
| 2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school. | Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school. | Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole. | Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school. | Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school. |
| 2e: Organizing physical space | The physical environment is in disarray or is inappropriate to the planned activities. | Counselor's attempts to create an inviting and well-organized physical environment are partially successful. | Counseling center or classroom arrangements are inviting and conducive to the planned activities. | Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement. |

| <div> <div>School Counselor</div> <div> <div>Self-Assessment_____</div> <div>Evaluator Assessment_____</div> <div>Score_____</div> </div> </div> | | | | |
|---|---|--|---|--|
| Domain 3: Instruction (40 Points) | | | | |
| Component (8 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (4.8 points each) | Effective (6.4 points each) | Highly Effective (8 points each) |
| <i>3a: Assessing student needs</i> | Counselor does not assess student needs, or the assessments result in inaccurate conclusions. | Counselor's assessments of student needs are perfunctory. | Counselor assesses student needs and knows the range of student needs in the school. | Counselor conducts detailed and individualized assessments of student needs to contribute to program planning. |
| <i>3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs</i> | Counselor's program is independent of identified student needs. | Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful. | Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students. | Counselor helps individual students and teachers formulate academic, personal/social, and career plans. |
| <i>3c: using counseling techniques in individual and classroom programs</i> | Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. | Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. | Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students for future planning. | Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. |
| <i>3d: Brokering resources to meet needs</i> | Counselor does not make connections with other programs in order to meet student needs. | Counselor's efforts to broker services with other programs in the school are partially successful. | Counselor brokers with other programs within the school or district to meet student needs. | Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student. Needs. |
| <i>3e: Demonstrating flexibility and responsiveness</i> | Counselor adheres to the plan or program, in spite of evidence of its inadequacy. | Counselor makes modest changes in the counseling program when confronted with evidence of the need for change. | Counselor makes revisions in the counseling program when they are needed. | Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input. |

| <div> <div>School Counselor</div> <div> <div>Self-Assessment_____</div> <div>Evaluator Assessment_____</div> <div>Score_____</div> </div> </div> | | | | |
|--|--|---|---|---|
| Domain 4: Professional Responsibilities (12 Points) | | | | |
| Component (2 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (1.2 point each) | Effective (1.6 point each) | Highly Effective (2 points each) |
| <i>4a: Reflecting on practice</i> | Counselor does not reflect on practice, or the reflections are inaccurate or self-serving. | Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved. | Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved. | Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies. |
| <i>4b: Maintaining records and submitting them in a timely fashion</i> | Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion. | Counselor's reports, records, and documentation are generally accurate but are occasionally late. | Counselor's reports, records, and documentation are accurate and are submitted in a timely manner. | Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools. |
| <i>4c: Communicating with families</i> | Counselor provides no information to families, either about the counseling program as a whole or about individual students. | Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.. | Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students. | Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means. |
| <i>4d: Participating in a professional community</i> | Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects. | Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested. | Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. |
| <i>4e: Engaging in professional development</i> | Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills. | Counselor's participation in professional development activities is limited to those that re convenient or are required. | Counselor seeks out opportunities for professional development based on an individual assessment of need. | Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| <i>4f: Showing professionalism</i> | Counselor displays dishonesty in interactions with colleagues, students, and the public, violates principles of confidentiality. | Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality. | Counselor displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed. | Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues. |

District School Board of Madison County

ESE Staffing/Program Specialists

| Staffing Specialist Self-Assessment_____ Evaluator Assessment_____ Score_____ | | | | |
|--|---|--|--|--|
| Domain 1: Planning and Preparation (18 Points) | | | | |
| Component (3 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (1.8 point each) | Effective (2.4 points each) | Highly Effective (3 points each) |
| <i>1a: Demonstrating knowledge of current trends in specialty area</i> | ESE Staffing/Program Specialist demonstrates little understanding of ESE eligibility requirements and MTSS Process | ESE Staffing/Program Specialist demonstrates basic understanding of ESE eligibility requirements and MTSS Process. | ESE Staffing/Program Specialist demonstrates understanding of ESE eligibility requirements and MTSS Process. | ESE Staffing/Program Specialist demonstrates deep and thorough understanding of ESE eligibility requirements and MTSS Process. |
| <i>1b: Demonstrating knowledge of schools' ESE program(s)</i> | ESE Staffing/Program Specialist demonstrates little or no knowledge of the schools' ESE program(s). | ESE Staffing/Program Specialist demonstrates basic knowledge of the schools' ESE program(s). | ESE Staffing/Program Specialist demonstrates thorough knowledge of the schools' ESE program(s). | ESE Staffing/Program Specialist is deeply familiar with the schools' ESE program(s) and actively seeks information and resources to help support the program(s). |
| <i>1c: Establishing goals for the Staffing Specialist program appropriate to the setting and the students served</i> | ESE Staffing/Program Specialist has no clear goals for the Staffing Specialist program, or they are inappropriate for the school/students. | ESE Staffing/Program Specialist's goals for the Staffing Specialist program are rudimentary and are partially suitable to the school/students. | ESE Staffing/Program Specialist's goals for the Staffing Specialist program are clear and appropriate to the school/student. | ESE Staffing/Program Specialist's goals for the Staffing Specialist program are highly appropriate to the school/students and have been developed following consultation with stakeholders. |
| <i>1d: Planning the Staffing Specialist Program, integrated with the regular school program</i> | ESE Staffing/Program Specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. | ESE Staffing/Program 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. ESE Staffing/Program Specialist has developed a plan that includes the important aspects of the eligibility process and providing technical assistance to ESE staff at the school. | ESE Staffing/Program Specialist has developed a plan that includes the important aspects of the eligibility process and providing technical assistance to ESE staff at the school. | ESE Staffing/Program Specialist's plan is highly coherent and serves to support not only the school and staff, but also the broader educational program. |
| <i>1e: Demonstrating knowledge of state guidelines, federal regulations and district policies and procedures,</i> | ESE Staffing/Program Specialist demonstrates little or no knowledge of state guidelines, federal regulations, and district policies and procedures or fails to follow them. | ESE Staffing/Program Specialist demonstrates awareness of state guidelines, federal regulations, and district policies and procedures and makes an effort to follow them. | ESE Staffing/Program Specialist has current knowledge of state guidelines, federal regulations, and district policies and procedures and consistently follows them. | ESE Staffing/Program Specialist knowledge of governmental guidelines and of resources for students is extensive and staffing specialist serves as a resource to others regarding state guidelines, federal regulations and district policies and procedures. |
| <i>1f: Assessing goal achievement</i> | ESE Staffing/Program Specialist does not evaluate services at the individual, group and/or systems level. | ESE Staffing/Program Specialist rarely incorporates data in evaluation of services at the individual, group and/or systems level. | ESE Staffing/Program Specialist regularly incorporates data in evaluation or services at the individual, group, and/or systems levels | ESE Staffing/Program Specialist regularly incorporates data analysis in evaluation of services at the individual, group and/or systems levels and uses the data to improve services and outcomes. |

| <div>Staffing Specialist</div> <div>Self-Assessment_____ Evaluator Assessment_____ Score_____</div> | | | | |
|---|--|---|---|--|
| Domain 2: The Classroom Environment (30 Points) | | | | |
| Component (6 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (3.6 points each) | Effective (4.8 points each) | Highly Effective (6 points each) |
| 2a: Creating an environment of respect and rapport | ESE Staffing/Program Specialist does not make accurate reflective comments, display active listening skills, or exhibit respectful and sensitive behaviors toward others in the educational setting. | ESE Staffing/Program Specialist attempts to make accurate reflective comments, display active listening skills, or exhibit respectful and sensitive behaviors toward others in the educational setting. | ESE Staffing/Program Specialist consistently makes accurate reflective comments, displays active listening skills, or exhibits respectful and sensitive behaviors toward others in the educational setting. | ESE Staffing/Program Specialist demonstrates excellent rapport building and interpersonal skills by consistently making accurate reflective comments, displaying active listening skills, and exhibiting respectful and sensitive behavior toward others in the educational setting. |
| 2b: Establishing a Culture for Productive communication | ESE Staffing/Program Specialist makes no attempt to establish a culture for productive communication among members of the IEP/EP/504 team. The ESE Staffing/Program Specialist allows the team to be disrespectful and off task during the IEP/EP/504 meeting. | ESE Staffing/Program Specialist attempts to establish a culture for productive communication among members of the IEP/EP/504 team and makes attempts to create a positive IEP/EP/504 meeting. | ESE Staffing/Program specialist promotes a culture for productive communication among members of the IEP/EP/504 team and exhibits skills to maintain a productive and positive IEP/EP meeting. | ESE Staffing/Program Specialist consistently promotes a culture for productive communication among members of the IEP/EP/504 team and exhibits skills to ensure the IEP meeting is productive and positive. |
| 2c: Establishing clear procedures for school staff and stakeholders to gain access to staffing specialist support | ESE Staffing/Program Specialist has no clear procedures or processes for school staff and stakeholders to access assistance from the staffing specialist. | ESE Staffing/Program Specialist has rudimentary and partially clear processes and procedures for school staff and stakeholders to access assistance from the staffing specialist. | ESE Staffing/Program specialist's processes and procedures work effectively so school staff and stakeholders know how to access assistance from the staffing specialist. | ESE Staffing/Program Specialist's processes and procedures are seamless. The role of the staffing specialist and the services he/she provides are clear to all stakeholders. |
| 2d: Establishing and maintaining norms of conduct for professional interactions | No norms of professional conduct have been established; ESE Staffing/Program Specialist's interactions with colleagues and other professional staff are frequently disrespectful. | ESE Staffing/Program Specialist's interactions with colleagues and other professionals are cordial. | ESE Staffing/Program Specialist consistently maintains respectful interactions with colleagues and other professionals. | ESE Staffing/program Specialist actively maintains inviting and mutually respectful interactions with colleagues and other professionals. |
| 2e: organizing physical space | The ESE Staffing/Program Specialist's office space is in disarray | The ESE Staffing/Program Specialist's attempts to create an inviting and well-organized office space are partially successful. | The ESE Staffing/Program Specialist's office space is inviting and conducive to professional interactions. | The ESE Staffing/Program Specialist's office space is inviting and conducive to professional interactions, leading to stakeholders feeling invited and welcomed. |

| <div>Staffing Specialist</div> <div>Self-Assessment_____ Evaluator Assessment_____ Score_____</div> | | | | |
|---|---|---|---|---|
| Domain 3: Instruction (40 Points) | | | | |
| Component (8 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (4.8 points each) | Effective (6.4 points each) | Highly Effective (8 points each) |
| <i>3a: Collaborating with teachers</i> | ESE Staffing/Program specialist does not provide updated training information to teachers after staffing specialist meetings. | ESE Staffing/Program Specialist inconsistently provides basic training information to teachers after staffing specialist meetings. | ESE Staffing/Program Specialist consistently provides training information to teachers after staffing specialist meetings. | ESE Staffing/Program Specialist consistently provides detailed training information and provides additional training information in addition to that provided by the district. |
| <i>3b: Evaluating student needs in compliance with state and district Special Programs and Procedures</i> | ESE Staffing/Program Specialist is unprepared when conducting ESE/EP/504 eligibility meetings. | ESE Staffing/Program Specialist has documentation/forms available for ESE/EP/504 eligibility meetings, but is disorganized and does not adequately follow established procedures. | ESE Staffing/Program Specialist is prepared with correct documentation and forms for ESE/EP/504 eligibility meeting and adequately follows established procedures. | ESE Staffing/Program Specialist is thoroughly prepared with correct documentation and forms for ESE/EP/504 eligibility meetings and consistently follows established procedures, ensuring the participants understand the procedures. |
| <i>3c: Communicating with families</i> | ESE Staffing/Program Specialist fails to communicate with families or secure appropriate parental signatures, or communicates in an insensitive manner. | ESE Staffing/Program Specialist's communication with families is partially successful; signatures are obtained but there are occasional insensitivities to cultural traditions, linguistic traditions and/or unique characteristics of the family | ESE Staffing/Program Specialist's communication with families is successful; signatures are obtained in a manner sensitive to cultural traditions, linguistic traditions and/or unique characteristics of the family. | ESE Staffing/Program Specialist's communication with families is highly successful; signatures are obtained in a manner sensitive to cultural traditions, linguistic traditions and/or unique characteristics of the family. |
| <i>3d: Collecting information; writing IEP?EP</i> | ESE Staffing/Program Specialist neglects to collect important information on which to base the components of the IEP/EP/504. | ESE Staffing/Program Specialist collects most of the important information on which to base the components of the IEP/EP/504. | ESE Staffing/Program Specialist collects all important information on which to base the components of the IEP/EP/504. | ESE Staffing/Program Specialist is proactive in collecting important information on which to base the components of the IEP/EP/504 by actively collaborating with teachers and parents. |
| <i>3e: Demonstrating flexibility and responsiveness</i> | ESE Staffing/Program Specialist adheres to his/her plan in spite of evidence of its inadequacy. | ESE Staffing/Program Specialist makes modest changes in plan when confronted with evidence of the need for change. | ESE Staffing/Program Specialist makes revisions to the plan when it is needed. | ESE Staffing/Program Specialist is continually seeking ways to improve the plan and makes changes as needed, in response to student, parent, teacher or administrator input. |

| <div>Staffing Specialist</div> <div>Self-Assessment_____ Evaluator Assessment_____ Score_____</div> | | | | |
|---|--|---|--|---|
| Domain 4: Professional Responsibilities (12 Points) | | | | |
| Component (2 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (1.2 point each) | Effective (1.6 point each) | Highly Effective (2 points each) |
| <i>4a: Reflecting on practice</i> | ESE Staffing/Program Specialist does not reflect on practice, or the reflections are inaccurate or self-serving | ESE Staffing/Program 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. | ESE Staffing/Program Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Staffing/Program Specialist makes some specific suggestions as to how programs and procedures might be improved. | ESE Staffing/Program Specialist's reflection is highly accurate and perceptive, citing specific examples and the staffing specialist develops a plan to improve and measure changes in practice. |
| <i>4b: Scheduling and preparing IEPs/EPs and submitting IEPs/EPs to district in a timely manner</i> | ESE Staffing/Program Specialist does not follow established procedures for preparing IEPs/EPs/504s and submitting completed IEPs/EPs/504s. | ESE Staffing Specialist's efforts to follow established procedures for preparing IEPs/EPs/504s are partially successful and follow established procedures. IEP/EP/504 submissions to district are not consistent. | ESE Staffing/Program Specialist consistently follows established procedures for preparing IEPs/EPs/504s and consistently submits IEPs/EPs/504s to the district as required. | ESE Staffing/Program Specialist's approach to IEP/EP/504 preparation is highly systematic and serves as a model for colleagues. IEPs/EPs/504s are routinely submitted to the district within two weeks of the IEP/EP/504 meeting occurring. |
| <i>4c: Coordinating work with other staffing specialists</i> | ESE Staffing/Program Specialist makes no effort to collaborate with other staffing specialists. | ESE Staffing/Program Specialist responds positively to other staffing specialists within the district to collaborate. | ESE Staffing/Program Specialist initiates efforts to collaborate with other staffing specialists within the district. | ESE Staffing/Program Specialist takes a leadership role in coordinating collaborative initiatives among other staffing specialists. |
| <i>4d: Participating in a professional community</i> | ESE Staffing/Program Specialist's relationships with colleagues are negative or self-serving and the specialist avoids being involved in school/district events and initiatives. | ESE Staffing/Program Specialist's relationships with colleagues are cordial, and the specialist participates in school/district events and initiatives when specifically requested. | ESE Staffing/Program Specialist participates actively in school/district events and initiatives. Instructional specialist maintains positive and productive relationships with colleagues. | ESE Staffing/Program Specialist makes a substantial contribution to school/district events and initiatives. Staffing specialist assumes a leadership role with colleagues. |
| <i>4e: Engaging in professional development</i> | ESE Staffing/Program Specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills. | ESE Staffing/Program Specialist's participation in professional development activities is limited to those that are convenient or required. | ESE Staffing/Program specialist seeks out opportunities for professional development based on an individual assessment of need. | ESE Staffing/Program Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering professional learning opportunities to colleagues. |
| <i>4f: Showing professionalism</i> | ESE Staffing/Program specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality. | ESE Staffing/Program Specialist is honest in interactions with colleagues and respects norms of confidentiality. | ESE Staffing/Program Specialist displays high standards of honesty, integrity in interactions with colleagues and respects norms of confidentiality. | ESE Staffing/Program Specialist can be counted on to hold the highest standards of honesty, integrity. Staffing specialist takes a leadership role with colleagues in respecting norms of confidentiality. |

District School Board of Madison County

Therapeutic Specialist

| Therapeutic Specialist | | | | |
|---|--|--|---|---|
| Self-Assessment_____ | Evaluator Assessment_____ | Score_____ | | |
| Domain 1: Planning and Preparation (18 Points) | | | | |
| Component (3 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (1.8 point each) | Effective (2.4 points each) | Highly Effective (3 points each) |
| <i>1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license</i> | Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license. | Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license. | Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license. | Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license. |
| <i>1b: Establishing goals for the therapy program appropriate to the setting and the students served</i> | Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students. | Specialist's goals for 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 and to the age of the students. | Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers. |
| <i>1c: Demonstrating knowledge of district, state, and federal regulations and guidelines</i> | Specialist demonstrates little or no knowledge of special education laws and procedures. | Specialist demonstrates basic knowledge of special education laws and procedures. | Specialist demonstrates thorough knowledge of special education laws and procedures. | Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies. |
| <i>1d: Demonstrating knowledge of resources, both within and beyond the school and district</i> | Specialist demonstrates little or no knowledge of resources for students available through the school or district. | Specialist demonstrates basic knowledge of resources for students available through the school or district. | Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district. | Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. |
| <i>1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students</i> | Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | Specialist has developed a plan that includes the important aspects of work in the setting. | Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program. |
| <i>1f: Developing a plan to evaluate the therapy program</i> | Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important. | Specialist has a rudimentary plan to evaluate the therapy program. | Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. |

| <div>Therapeutic Specialist</div> <div>Self-Assessment_____ Evaluator Assessment_____ Score_____</div> | | | | |
|---|--|---|--|---|
| Domain 2: The Classroom Environment (30 Points) | | | | |
| Component (6 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (3.6 points each) | Effective (4.8 points each) | Highly Effective (6 points each) |
| 2a: Establish rapport with students | Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center | Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful. | Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center. | Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship. |
| 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 manner. | Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules. |
| 2c: : Establishing clear procedures for school staff and stakeholders to gain access to therapeutic specialist support. | No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it. | Specialist has established procedures for referrals, but the details are not always clear. | Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone. | Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators. |
| 2d: Establishing standards of conduct in the treatment center | No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment. | Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful. | Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful. | Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring behavior. |
| 2e: Organizing physical space for testing of students and providing therapy. | The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available. | The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed. | The testing and treatment center is well organized; materials are available when needed. | The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed. |

| Therapeutic Specialist Self-Assessment_____ Evaluator Assessment_____ Score_____ | | | | |
|--|---|---|---|--|
| Domain 3: Instruction (40 Points) | | | | |
| Component (8 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (4.8 points each) | Effective (6.4 points each) | Highly Effective (8 points each) |
| <i>3a: Responding to referrals and evaluating student needs</i> | Specialist fails to respond to referrals or makes hasty assessments of student needs. | Specialist responds to referrals when pressed and makes adequate assessments of student needs. | Specialist responds to referrals and makes thorough assessments of student needs. | Specialist is proactive in responding to referrals and makes highly competent assessments of student needs. |
| <i>3b: Developing and implementing treatment plans to maximize students' success</i> | 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 plan 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. |
| <i>3c: Communicating with families</i> | 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. |
| <i>3d: Collecting information; writing reports</i> | Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience. | Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience. | Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience. | Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience. |
| <i>3e: Demonstrating flexibility and responsiveness</i> | Specialist adheres to the plan or program, in spite of evidence of its inadequacy. | Specialist makes modest changes in the treatment program when confronted with evidence of the need for change. | Specialist makes revisions in the treatment program when they are needed. | Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input. |

| <div>Therapeutic Specialist</div> <div>Self-Assessment_____ Evaluator Assessment_____ Score_____</div> | | | | |
|--|---|---|--|---|
| Domain 4: Professional Responsibilities (12 Points) | | | | |
| Component (2 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (1.2 point each) | Effective (1.6 point each) | Highly Effective (2 points each) |
| <i>4a: Reflecting on practice</i> | Specialist does not reflect on practice, or the reflections are inaccurate or self-serving. | Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. | Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved. | Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies. |
| <i>4b: Collaborating with teachers and administrators</i> | Specialist is not available to staff for questions and planning and declines to provide background material when requested. | Specialist is available to staff for questions and planning and provides background material when requested. | Specialist initiates contact with teachers and administrators to confer regarding individual cases. | Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students. |
| <i>4c: Maintaining an effective data-management system</i> | Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed. | Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed. | Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed. | Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents. |
| <i>4d: Participating in a professional community</i> | Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects. | Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so. | Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. |
| <i>4e: Engaging in professional development</i> | Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills. | Specialist's participation in professional development activities is limited to those that are convenient or are required. | Specialist seeks out opportunities for professional development based on an individual assessment of need. | Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| <i>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</i> | Specialist displays honesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality. | Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues. |

District School Board of Madison County

Technology Resource Teacher

| <div> <div>Self-Assessment_____</div> <div>Technology Resource Teacher</div> <div>Evaluator Assessment_____</div> <div>Score_____</div> </div> | | | | |
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| Domain 1: Planning and Preparation (18 Points) | | | | |
| Component (3 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (1.8 point each) | Effective (2.4 points each) | Highly Effective (3 points each) |
| 1a: Demonstrating knowledge of technology and current trends in technology practice and information | The technology resource teacher demonstrates little or no knowledge of technology and of current trends in technology. | The technology resource teacher demonstrates limited knowledge of technology and of current trends in technology. | The technology resource teacher demonstrates thorough knowledge of technology and of current trends in technology. | Drawing on extensive professional resources, the technology resource teacher demonstrates rich understanding of technology and of current trends in technology. The teacher is seen as a resource and/or expert at the school and district level. |
| 1b: Demonstrating knowledge of the teachers and their technology needs within the school | The technology resource teacher demonstrates little or no knowledge of technology needs within the school. | The technology resource teacher demonstrates basic knowledge of technology needs within the school. | The technology resource teacher demonstrates thorough knowledge of technology needs within the school. | The technology resource teacher demonstrates thorough knowledge of technology needs within the school. The teacher takes a leadership role within the school and district to articulate such needs. |
| 1c: Establishing and documenting goals for the technology program at the school | The technology resource teacher has no clear goals for the technology program at the school. | The technology resource teacher's goals for the technology program are rudimentary and are partially suitable for the school. | The technology resource teacher's goals for the technology program are clear, documented, and appropriate for the school. | The technology resource teacher's goals for the technology program are formally documented and appropriate for the school and skill level of all stakeholders. |
| 1d: Demonstrating knowledge of available resources | The technology resource teacher is not aware of available resources for the school. | The technology resource teacher has some awareness of available resources for the school and seeks new/outside resources when specifically asked to do so. | The technology resource teacher is aware of available resources for the school and consistently seeks new/outside resources to address specific needs and enrich the school's program. | The technology resource teacher demonstrates deep knowledge of available resources and directs stakeholders to available and appropriate resources. The teacher proactively seeks new/outside resources from a wide range of sources to address specific needs and enrich the school's program. |
| 1e: Integrating technology within the school | The technology resource does not advocate for the use of technology. | The technology resource teacher's plan has no clear guiding principle, consists of a random collection of unrelated activities, and lacks coherence and/or an overall structure. | The technology resource teachers plan has a guiding principle, is coherent and structured, and includes a number of worthwhile activities. | The technology resource teacher's plan is well designed to support the technology needs of the school and has been developed in partnership with school stakeholders. |
| 1f: Evaluating the technology program | The technology resource teacher has no plan to evaluate the program. | The technology resource teacher has a rudimentary plan to evaluate the technology program. | The technology resource teacher'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. | The technology resource teacher's evaluation plan is continually adjusted, evaluated, and used to help determine necessary adjustment/changes. The plan is well thought out and shows a clear path toward improving the overall program. |

| <div> <div>Technology Resource Teacher</div> <div> Self-Assessment_____ Evaluator Assessment_____ Score_____ </div> </div> | | | | |
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| Domain 2: The Classroom Environment (30 Points) | | | | |
| Component (6 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (3.6 points each) | Effective (4.8 points each) | Highly Effective (6 points each) |
| 2a: Creating an environment of respect and rapport | Interactions between the technology resource teacher and stakeholders are negative and/or inappropriate. | Interactions between the technology resource teacher and stakeholders are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to developmental differences among those served. | Interactions between the technology resource teacher and stakeholders are polite and respectful and are appropriate to the skill differences of those served. | Interactions between the stakeholders are highly respectful. The technology resource teacher is proactive in communicating and fostering a respectful environment with stakeholders. |
| 2b: Establishing a culture for learning and integrating technology | The technology resource teacher's interactions with stakeholders rarely convey a sense of the importance of integrating and utilizing technology. | The technology resource teacher's interactions with stakeholders occasionally convey a sense of the importance of utilizing technology. | The technology resource teacher's interactions with stakeholders strongly convey, model, and communicate the importance of learning through using technology. | The technology resource teacher's interactions with stakeholders strongly convey, model, and communicate the importance of learning through using technology. Stakeholders appear to have adopted these values. |

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| 2c: Organizing and repairing technology resources | The technology resource teacher has no organized or consistent approach to handling technology repairs, and/or does not assist in the arrangement of technology in the school. | The technology resource teacher has an inconsistent approach to handling technology repairs, and/or occasionally assists stakeholders in the safe and accessible arrangement of technology in the school. | The technology resource teacher has a consistent approach to handling technology repairs and assists stakeholders in the safe and accessible arrangement of technology in the school. | The technology resource teacher has a consistent and highly effective approach to handling technology repairs and clearly communicates this plan. The technology resource teacher proactively assists stakeholders in the safe and accessible arrangement of technology in the school. |
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| <div> <div>Self-Assessment_____</div> <div>Technology Resource Teacher</div> <div>Evaluator Assessment_____</div> <div>Score_____</div> </div> | | | | |
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| Domain 4: Professional Responsibilities (12 Points) | | | | |
| Component (2 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (1.2 point each) | Effective (1.6 point each) | Highly Effective (2 points each) |
| <i>4a: Reflecting on practice</i> | The technology resource teacher does not reflect on practice, or the reflections are inaccurate or self-serving. | The technology resource teacher'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. | The technology resource teacher's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. The technology resource teacher makes some specific suggestions as to how to improve their practice. | The technology resource teacher's reflection is highly accurate and perceptive, citing specific examples. The technology resource teacher draws on an extensive repertoire to suggest alternative strategies and their likely success in improving practice. |
| <i>4b: preparing and submitting reports and budgets</i> | The technology resource teacher ignores teacher, administrator, and/or district requests when preparing requisitions and budgets or does not follow established procedures. Inventories, information requests, and/or reports are routinely late. | The technology resource teacher's efforts to prepare reports and budgets are partially successful, responds occasionally to teacher, administrator, and/or district requests and follow established procedures. Inventories, information requests, and/or reports are sometimes submitted on time. | The technology resource teacher honors teacher, administrator, and/or district requests when preparing requisitions and budgets and follows established procedures. Inventories, information requests, and/or reports are submitted on time. | The technology resource teacher is proactive and anticipates teacher, administrator, and/or district needs when preparing requisitions and budgets. Established procedures are followed and suggestions for improvement to procedures are shared with the technology committee/team. Inventories, information requests, and/or reports are submitted on time. |
| <i>4c: Communicating and collaborating within the school</i> | The technology resource teacher makes no effort to collaborate or communicate with others in the school. | The technology resource teacher participates in collaboration or communication with others in the school. | The technology resource teacher initiates collaboration and communication with others in the school. | The technology resource teacher takes a leadership role in collaborating and communicating with others in the school. |
| <i>4d: Participating in a professional community</i> | The technology resource teacher's relationships with colleagues are negative or self-serving. The technology resource teacher avoids being involved in school and district events and projects. | The technology resource teacher's relationships with colleagues are cordial. The technology resource teacher participates in school and district events and projects when specifically requested. | The technology resource teacher maintains positive and productive relationships with colleagues. The technology resource teacher participates actively in school and district events and projects. | The technology resource teacher assumes leadership roles with colleagues. The technology resource teacher makes a substantial contribution to school and district events and projects. |
| <i>4e: Engaging in professional development</i> | The technology resource teacher does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills. | Participation by the technology resource teacher in professional development activities is limited to those that are convenient or are required. | The technology resource teacher seeks opportunities for professional development based on an individual assessment of need. | The technology resource teacher actively pursues professional development opportunities and makes substantial contribution to the profession through activities such as offering workshops to colleagues. |

District School Board of Madison County

Speech Pathologist

| Speech Pathologist Self-Assessment _____ Evaluator Assessment _____ Score _____ | | | | |
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| Domain 1: Planning and Preparation (18 Points) | | | | |
| Component (3 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (1.8 point each) | Effective (2.4 points each) | Highly Effective (3 points each) |
| <i>1a: Demonstrating knowledge and skill in the therapy area; holding the relevant certificate or license</i> | Speech Pathologist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license. | Speech Pathologist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license. | Speech Pathologist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license. | Speech Pathologist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license. |
| <i>1b: Establishing goals for the therapy program appropriate to the setting and the students served</i> | Speech Pathologist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age and needs of the students. | Speech Pathologist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age and needs of the students. | Speech Pathologist's goals for the therapy program are clear and appropriate to the situation in the school and to the age and needs of the students. | Speech Pathologist's goals for the therapy program are highly appropriate to the age and needs of the students and have been developed using data and input from the teachers. |
| <i>1c: Demonstrating knowledge of district, state, and federal regulations and guidelines</i> | Speech Pathologist demonstrates little or no knowledge of special education laws and procedures. | Speech Pathologist demonstrates basic knowledge of special education laws and procedures. | Speech Pathologist demonstrates thorough knowledge of special education laws and eligibility procedures and guidelines for the programs. | Speech Pathologist's knowledge of special education laws and procedures is extensive; Speech Pathologist takes a leadership role in reviewing and revising district policies. |
| <i>1d: Demonstrating knowledge of resources, both within and beyond the school and district</i> | Speech Pathologist demonstrates little or no knowledge of resources for students available through the school or district. | Speech Pathologist demonstrates basic knowledge of resources for students available through the school or district. | Speech Pathologist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district. | Speech Pathologist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. |
| <i>1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students</i> | Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Speech Pathologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | Speech Pathologist has developed a plan that includes the important aspects of work in the setting. | Speech Pathologist's plan is highly coherent and serves to support students individually, within the broader educational program. |
| <i>1f: Developing a plan to evaluate the therapy program</i> | Speech Pathologist has no plan to evaluate the program or resists suggestions that such an evaluation is important. | Speech Pathologist has a rudimentary plan to evaluate the progress of the therapy program. | Speech Pathologist'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. | Speech Pathologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. |

| <div> <div>Speech Pathologist</div> <div> Self-Assessment_____ Evaluator Assessment_____ Score_____ </div> </div> | | | | |
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| Domain 2: The Classroom Environment (30 Points) | | | | |
| Component (6 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (3.6 points each) | Effective (4.8 points each) | Highly Effective (6 points each) |
| 2a: Establish rapport with students | Speech Pathologist's interactions with students are negative or inappropriate; students appear uncomfortable in the therapy room or classroom. | Speech Pathologist's interactions are a mix of positive and negative; the Speech Pathologist's efforts at developing rapport are partially successful. | Speech Pathologist's interactions with students are positive and respectful; students appear comfortable in the therapy room or classroom. | Students seek out the Speech Pathologist, reflecting a high degree of comfort and trust in the relationship. |
| 2b: Organizing time effectively | Speech Pathologist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. | Speech Pathologist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. | Speech Pathologist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. | Speech Pathologist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules. |
| 2c: Establishing standards of conduct in the treatment center | No standards of conduct have been established, and Speech Pathologist disregards or fails to address negative student behavior during evaluation or treatment. | Standards of conduct appear to have been established for the therapy time. Speech Pathologist's attempts to monitor and correct negative student behavior during therapy are partially successful. | Standards of conduct have been established for the therapy time. Speech Pathologist monitors student behavior against those standards; response to students is appropriate and respectful. | Standards of conduct have been established for therapy. Speech Pathologist's monitoring of students is subtle and preventive, and students engage in self-monitoring behavior. |
| 2d: Organizing physical space for testing of students and providing therapy. | The therapy room or classroom materials are disorganized and poorly suited to working with students. Materials are usually available. | The therapy room or classroom materials are moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed. | The therapy room or classroom materials are well organized; materials are available when needed. | The therapy room or classroom materials are highly organized and is inviting to students. Materials are convenient when needed. |

| <div> <div>Speech Pathologist</div> <div> <div>Self-Assessment_____</div> <div>Evaluator Assessment_____</div> <div>Score_____</div> </div> </div> | | | | |
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| Domain 3: Instruction (40 Points) | | | | |
| Component (8 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (4.8 points each) | Effective (6.4 points each) | Highly Effective (8 points each) |
| <i>3a: Responding to referrals and evaluating student needs</i> | Speech Pathologist fails to respond to referrals or makes hasty assessments of student needs. | Speech Pathologist responds to referrals when pressed and makes adequate assessments of student needs. | Speech Pathologist responds to referrals and makes thorough assessments of student needs. | Speech Pathologist is proactive in responding to referrals and makes highly competent assessments of student needs. |
| <i>3b: Developing and implementing IEP goals and accommodations to maximize students' success</i> | Speech Pathologist fails to develop IEPs, goals, accommodations, suitable for students, or plans are contradictory with the findings of the assessments. | Speech pathologist's IEPs, goals, accommodations for students are partially suitable for them or sporadically aligned with identified needs. | Speech Pathologist's IEPs, goals, accommodations for students are suitable for them and are aligned with identified needs. | Speech pathologist develops comprehensive IEPs, goals, accommodations for students, finding ways to creatively meet student needs and incorporate many related elements. |
| <i>3c: Communicating with families</i> | Speech Pathologist fails to communicate with families on student progress or communicates in an insensitive manner. | Speech Pathologist's communication with families on student progress is partially successful; permissions are obtained, but there are occasional insensitivities. | Speech Pathologist communicates with families on student progress, doing so in a manner sensitive to cultural and linguistic traditions. | Speech Pathologist communicates with families in a manner highly sensitive to cultural and linguistic traditions. Speech Pathologist reaches out to families of students to enhance trust. |
| <i>3d: Collecting information; writing reports, IEPs, therapy notes</i> | Speech pathologist neglects to collect important information on which to base IEPs, therapy/progress notes or reports; these are inaccurate or not appropriate to the audience. | Speech Pathologist collects most of the important information on which to base IEPs; therapy/progress notes or reports; these are accurate but lacking in clarity and not always appropriate to the audience.. | Speech Pathologist collects all the important information on which to base IEPs, therapy/progress notes or reports; these are accurate and appropriate to the audience. | Speech Pathologist is proactive in collecting important information, interviewing teachers and parents if necessary for IEPs, therapy/progress notes or reports; these are accurate and clearly written and are tailored for the audience. |
| <i>3e: Demonstrating flexibility and responsiveness</i> | Speech Pathologist adheres to the services, in spite of evidence of its inadequacy. | Speech Pathologist makes modest changes in the services when confronted with evidence of the need for change. | Speech Pathologist makes revisions in the services when they are needed. | Speech Pathologist is continually seeking ways to improve the services and makes changes as needed in response to student, parent, or teacher input. |

| <div> <div>Speech Pathologist</div> <div> Self-Assessment_____ Evaluator Assessment_____ Score_____ </div> </div> | | | | |
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| Domain 4: Professional Responsibilities (12 Points) | | | | |
| Component (2 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (1.2 point each) | Effective (1.6 point each) | Highly Effective (2 points each) |
| <i>4a: Reflecting on practice</i> | Speech Pathologist does not reflect on practice, or the reflections are inaccurate or self-serving. | Speech Pathologist'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. | Speech Pathologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Speech Pathologist makes some specific suggestions as to how the therapy program might be improved. | Speech Pathologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Speech Pathologist draws on an extensive repertoire to suggest alternative strategies. |
| <i>4b: Collaborating with teachers and administrators</i> | Speech Pathologist is not available to staff for questions and planning and declines to provide background material when requested. | Speech Pathologist is available to staff for questions and planning and provides background material when requested. | Speech Pathologist initiates contact with teachers and administrators to confer regarding individual cases. | Speech Pathologist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students. |
| <i>4c: Maintaining an effective data-management system</i> | Speech Pathologist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust services when needed. | Speech Pathologist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust services when needed. | Speech Pathologist has developed an effective data-management system for monitoring student progress and uses it to adjust services when needed. | Speech Pathologist has developed a highly effective data-management system for monitoring student progress and uses it to adjust services when needed. Speech Pathologist uses the system to communicate with teachers and parents. |
| <i>4d: Participating in a professional community</i> | Speech Pathologist's relationships with colleagues are negative or self-serving, and Speech Pathologist avoids being involved in school and district events and projects. | Speech Pathologist's relationships with colleagues are cordial, and Speech Pathologist participates in school and district events and projects when specifically asked to do so. | Speech Pathologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Speech Pathologist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. |
| <i>4e: Engaging in professional development</i> | Speech Pathologist does not participate in professional development activities, even when such activities are clearly needed for the development of skills. | Speech Pathologist's participation in professional development activities is limited to those that are convenient or are required. | Speech Pathologist seeks out opportunities for professional development based on an individual assessment of need. | Speech Pathologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| <i>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</i> | Speech Pathologist displays honesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | Speech Pathologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality. | Speech Pathologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | Speech Pathologist 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. |

District School Board of Madison County

Dean of Students

| <div> <div>Self-Assessment_____</div> <div>Dean of Students</div> <div>Evaluator Assessment_____</div> <div>Score_____</div> </div> | | | | |
|---|---|---|--|--|
| Domain 1: Planning and Preparation (18 Points) | | | | |
| Component (3 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (1.8 point each) | Effective (2.4 points each) | Highly Effective (3 points each) |
| 1a: Demonstrating knowledge and skill in the discipline area. | Dean of Students demonstrates little or no knowledge and skill in the discipline area. | Dean of Students demonstrates basic knowledge and skill in the discipline area. | Dean of Students demonstrates thorough knowledge in the discipline area. | Dean of Students demonstrates extensive knowledge and skill in the discipline area. |
| 1b: Establishing goals for the discipline program appropriate to the setting and the students served. | Dean of Students has no clear goals for the discipline program, or they are inappropriate to either the situation or the age of the students. | Dean of Students goals for the discipline program are rudimentary and are partially suitable to the situation and to the age of the students. | Dean of Students' goals for the discipline program are clear and appropriate to the situation in the school and the age of the students. | Dean of Students' goals for the discipline program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultation with administrators and teachers. |
| 1c: Demonstrating knowledge of district, state and federal regulations and guidelines | Dean of Students demonstrates little or no knowledge of education laws and procedures. | Dean of Students demonstrates basic knowledge of education laws and procedures. | Dean of Students demonstrates thorough knowledge of education laws and procedures. | Dean of Students demonstrates knowledge of education laws and procedures that is extensive; Dean of Students takes a leadership role in reviewing and revising district policies. |
| 1d: Demonstrating knowledge of resources, both within and beyond the school district | Dean of Students demonstrates little or no knowledge of resources for students available through the school or district. | Dean of Students demonstrate basic knowledge or resources for students available through the school or district. | Dean of Students demonstrates thorough knowledge of resources for students available through the school or district. | Dean of Students demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. |
| 1e: Developing a plan to evaluate the discipline program | Dean of Students has no plan to evaluate the program or resists suggestions that such an evaluation is important. | Dean of Students has a rudimentary plan to evaluate the discipline program. | Dean of Students has a plan to evaluate that is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Dean of Students' evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. |
| 1f: Participates in the planning process with the school discipline and/or intervention team | Dean of Students does not participate in team planning sessions. | Dean of Students has minimal participation in team planning sessions. | Dean of Students actively participates in reviewing and using data to plan for discipline interventions. | Dean of Students takes an extensive role in reviewing and using data to plan for discipline interventions. |

| Dean of Students Self-Assessment _____ Evaluator Assessment _____ Score _____ | | | | |
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| Domain 2: The Classroom Environment (30 Points) | | | | |
| Component (6 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (3.6 points each) | Effective (4.8 points each) | Highly Effective (6 points each) |
| 2a: Establish rapport with students | Dean of Students' interactions with students are negative or inappropriate; students appear uncomfortable in the school setting. | Dean of Students' interactions with students are a mix of positive and negative; efforts at developing a rapport are partially successful. | Dean of Students' interactions with students is positive and respectful; students appear comfortable in the school setting. | Students seek out the Dean of Students, reflecting a high degree of comfort and trust in the relationship. |
| 2b: Organizing time effectively | Dean of Students exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and delayed handling of discipline referrals. | Dean of Students' time management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. | Dean of Students exercises good judgment in setting priorities, resulting in quickly addressed discipline needs. | Dean of students demonstrates excellent time management skills, accomplishing all tasks in a seamless manner. |
| 2c: Establishing and maintaining clear procedures for referrals | No procedures for evaluating discipline referrals have been established. | Dean of Students has established procedures for evaluating discipline referrals, but the details are not always clear. | Procedures for evaluating discipline referrals and for conferences with parents and administrators are clear to everyone. | Procedures for all aspects of evaluating discipline referrals are clear to everyone and have been developed in consultation with teachers and administrators. |
| 2d: Organizing physical space for meeting with students and parents | The Dean of Students' office is disorganized an poorly suited to meeting with students and parents. | The Dean of Students' office is moderately well organized and moderately well suited to meeting with students and parents. | The Dean of Students' office is well organized. | The Dean of Students' office is highly organized and is inviting to students and parents. |

| Dean of Students Self-Assessment _____ Evaluator Assessment _____ Score _____ | | | | |
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| Domain 3: Instruction (40 Points) | | | | |
| Component (8 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (4.8 points each) | Effective (6.4 points each) | Highly Effective (8 points each) |
| <i>3a: Responding to referrals and evaluating student needs</i> | Dean of Students fails to respond to discipline referrals or makes hasty assessments of student needs and necessary consequences. | Dean of Students responds to discipline referrals when pressed and makes adequate assessments of student needs and necessary consequences. | Dean of Students responds to discipline referrals and makes thorough assessments of student needs and necessary consequences. | Dean of Students is proactive in responding to referrals and makes highly competent assessments of student needs and necessary consequences. |
| <i>3b: Developing and implementing discipline as outlined by the student code of conduct to maximize students' success</i> | Dean of Students fails to use the student code of conduct to develop discipline plans suitable for students, or plans mismatched with the findings of discipline investigations. | Dean of Students' consequences for students are partially suitable for them or sporadically aligned with the student code of conduct. | Dean of Students' consequences for students are suitable for them and are aligned with the student code of conduct. | Dean of Students delivers appropriate consequences that are based on the discipline grid outlined in the student code of conduct. |
| <i>3c: Communicating with families</i> | Dean of Students fails to communicate with families in a timely and sensitive manner. | Dean of Students' communication with families is partially successful. | Dean of Students communicates with families in a manner that is timely and sensitive. | Dean of Students reaches out to families in a highly sensitive and timely manner that enhances trust and partnership. |
| <i>3d: Collecting information, writing reports</i> | Dean of Students neglects to collect important information on which to base discipline reports; reports are inaccurate or not appropriate to audience. | Dean of Students collects most of the important information on which to base discipline reports; reports are accurate but lacking in clarity and not always appropriate to the audience. | Dean of Students collects all the important information on which to base discipline reports; reports are accurate and appropriate to the audience. | Dean of Students is proactive in collecting important information; interviewing teachers, parents, and students if necessary; reports are accurate and clearly written and are tailored for the audience. |
| <i>3e: Demonstrating flexibility and responsiveness</i> | Dean of Students adheres to the student code of conduct, in site of evidence of its inadequacy. | Dean of Students makes modest changes in the consequences outlined in the student code of conduct when confronted with the evidence of a need for a change. | Dean of Students makes revisions to consequences with the approval of administration when necessary. | Dean of Students continually follows the discipline grid, but allows for changes when necessary in response to student, parent, teacher, and administrative input. |

| <div> Dean of Students Self-Assessment _____ Evaluator Assessment _____ Score _____ </div> | | | | |
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| Domain 4: Professional Responsibilities (12 Points) | | | | |
| Component (2 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (1.2 point each) | Effective (1.6 point each) | Highly Effective (2 points each) |
| <i>4a: Reflecting on practice</i> | Dean of Students does not reflect on practice or the reflections are inaccurate or self-serving. | Dean of Students' reflection on practice is moderately accurate and objective without citing specific examples, and with examples, and with only global suggestions as to how it might be improved. | Dean of Students' reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Dean of Students makes some specific suggestions as to how the discipline program might be improved. | Dean of Students' reflection is highly accurate and perceptive, citing specific examples that were not successful for at least some students. Dean of Students draws on an extensive repertoire to suggest alternative strategies. |
| <i>4b: Collaborating with teachers and administrators</i> | Dean of Students is not available to staff for questions and planning and declines to provide background material when requested. | Dean of Students is available to staff for questions and planning. | Dean of Students initiates contact with the teachers and administrators to confer regarding discipline issues. | Dean of Students seeks out teachers and administrators to confer regarding discipline issues, soliciting their perspectives on individual students. |
| <i>4c: Maintaining an effective discipline records</i> | Dean of Students discipline data is either nonexistent or in disarray; it cannot be used to monitor student progress. | Dean of Students has developed a rudimentary system for managing discipline records. | Dean of Students has developed an effective system for managing discipline records and monitoring student progress. | Dean of Students has developed a highly effective system of maintaining discipline records and monitoring student progress. Dean of Students uses the system when communicating with students, parents, teachers, and administrators. |
| <i>4d: Participating in a professional community</i> | Dean of Students' relationships with colleagues are negative or self-serving, and Dean of Students avoids being involved in school and district events and projects. | Dean of Students' relationships with colleagues are cordial, and Dean of Students participates in school and district events when specifically asked to do so. | Dean of Students participates actively in school and district events and maintains positive and productive relationships with colleagues. | Dean of Students makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. |
| <i>4e: Engaging in professional development</i> | Dean of Students does not participate in professional development activities, even when such activities are clearly needed for the development of skills. | Dean of Students' participation in professional development activities is limited to those that are convenient or are required. | Dean of Students seeks out opportunities for professional development based on an individual assessment of need. | Dean of Students actively pursues professional development opportunities and makes a substantial contribution to the profession. |
| <i>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</i> | Dean of Students displays honesty in interactions with colleagues, students, and the public and violates the principles of confidentiality. | Dean of Students is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality. | Dean of Students displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | Dean of Students 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. |

District School Board of Madison County

RTI Specialist

| RTI/MTSS Specialist Self-Assessment_____ | | Evaluator Assessment_____ | | Score_____ |
|--|--|--|---|---|
| Domain 1: Planning and Preparation (18 Points) | | | | |
| Component (3 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (1.8 point each) | Effective (2.4 points each) | Highly Effective (3 points each) |
| 1a: Demonstrating knowledge of current trends in specialty area | RTI Specialist demonstrates little understanding of MTSS Framework and RTI Process. | RTI Specialist demonstrates basic understanding of MTSS Framework and RTI Process. | RTI Specialist demonstrates understanding MTSS Framework and RTI Process. | RTI Specialist demonstrates deep and thorough understanding MTSS Framework and RTI Process. |
| 1b: Demonstrating knowledge of schools’ RTI Process and Procedures. | RTI Specialist demonstrates little or no knowledge of the schools’ RTI Process and Procedures. | RTI Specialist demonstrates basic knowledge of the schools’ RTI Process and Procedures. | RTI Specialist demonstrates thorough knowledge of the schools’ RTI Process and Procedures. | RTI Specialist is deeply familiar with the schools’ RTI Process and Procedures and actively seeks information and resources to help support the process. |
| 1c: Establishing goals for the RTI Program appropriate to the setting and the students served | RTI Specialist has no clear goals for the RTI program, or they are inappropriate for the school/students. | RTI Specialist’s goals for the RTI program are rudimentary and are partially suitable to the school/students. | RTI Specialist’s goals for the RTI program are clear and appropriate to the school/student. | RTI Specialist’s goals for the RTI program are highly appropriate to the school/students and have been developed following consultation with stakeholders. |
| 1d: Planning the RTI Specialist Program, integrated with the regular school program | RTI Specialist’s plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. | RTI 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. | RTI Specialist has developed a plan that includes the important aspects of the RTI process and providing technical assistance to staff at the school. | RTI Specialist’s plan is highly coherent and serves to support not only the school and staff, but also the broader educational program. |
| 1e: Demonstrating knowledge of state guidelines, federal regulations and district policies and procedures, | RTI Specialist demonstrates little or no knowledge of state guidelines, federal regulations, and district policies and procedures or fails to follow them. | RTI Specialist demonstrates awareness of state guidelines, federal regulations, and district policies and procedures and makes an effort to follow them. | RTI Specialist has current knowledge of state guidelines, federal regulations, and district policies and procedures and consistently follows them. | RTI Specialist knowledge of governmental guidelines and of resources for students is extensive and serves as a resource to others regarding state guidelines, federal regulations and district policies and procedures. |
| 1f: Assessing goal achievement | RTI Specialist does not evaluate interventions/services at the individual, group and/or systems level. | RTI Specialist rarely incorporates data in evaluation of interventions/services at the individual, group and/or systems level. | RTI Specialist regularly incorporates data in planning interventions or services at the individual, group, and/or systems levels | RTI Specialist regularly incorporates data analysis in evaluation of interventions and services at the individual, group and/or systems levels and uses the data to improve outcomes. |

| RTI/MTSS Specialist Self-Assessment_____ | | Evaluator Assessment_____ | | Score_____ |
|--|--|--|--|---|
| Domain 2: The Classroom Environment (30 Points) | | | | |
| Component (6 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (3.6 points each) | Effective (4.8 points each) | Highly Effective (6 points each) |
| 2a: Creating an environment of respect and rapport | RTI Specialist does not make accurate reflective comments, display active listening skills, or exhibit respectful and sensitive behaviors toward others in the educational setting. | RTI Specialist attempts to make accurate reflective comments, display active listening skills, or exhibit respectful and sensitive behaviors toward others in the educational setting. | RTI Specialist consistently makes accurate reflective comments, displays active listening skills, or exhibits respectful and sensitive behaviors toward others in the educational setting. | RTI Specialist demonstrates excellent rapport building and interpersonal skills by consistently making accurate reflective comments, displaying active listening skills, and exhibiting respectful and sensitive behavior toward others in the educational setting. |
| 2b: Establishing a Culture for Productive communication | RTI Specialist makes no attempt to establish a culture for productive communication among members of the SIT/Data team. The RTI Specialist allows the team to be disrespectful and off task during the SIT/Data meeting. | RTI Specialist attempts to establish a culture for productive communication among members of the SIT/Data team and makes attempts to create a positive SIT/Data meeting. | RTI Specialist promotes a culture for productive communication among members of the SIT/Data team and exhibits skills to maintain a productive and positive SIT/Data meeting. | RTI Specialist consistently promotes a culture for productive communication among members of the SIT/Data team and exhibits skills to ensure the SIT/Data meeting is productive and positive. |
| 2c: Establishing clear procedures for school staff and stakeholders to gain access to RTI Specialist support | RTI Specialist has no clear procedures or processes for school staff and stakeholders to access assistance from the RTI Specialist. | RTI Specialist has rudimentary and partially clear processes and procedures for school staff and stakeholders to access assistance from the RTI Specialist. | RTI specialist's processes and procedures work effectively so school staff and stakeholders know how to access assistance from the RTI Specialist. | RTI Specialist's processes and procedures are seamless. The role of the RTI Specialist and the services he/she provides are clear to all stakeholders. |
| 2d: Establishing and maintaining norms of conduct for professional interactions | No norms of professional conduct have been established; RTI Specialist's interactions with colleagues and other professional staff are frequently disrespectful. | RTI Specialist's interactions with colleagues and other professionals are cordial. | RTI Specialist consistently maintains respectful interactions with colleagues and other professionals. | RTI Specialist actively maintains inviting and mutually respectful interactions with colleagues and other professionals. |
| 2e:Organizing physical space | The RTI Specialist's office space is in disarray | The RTI Specialist's attempts to create an inviting and well-organized office space are partially successful. | The RTI Specialist's office space is inviting and conducive to professional interactions. | The RTI Specialist's office space is inviting and conducive to professional interactions, leading to stakeholders feeling invited and welcomed. |

| RTI/MTSS Specialist Self-Assessment_____ | | Evaluator Assessment_____ | | Score_____ |
|--|--|--|--|---|
| Domain 3: Instruction (40 Points) | | | | |
| Component (8 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (4.8 points each) | Effective (6.4 points each) | Highly Effective (8 points each) |
| 3a: Collaborating with teachers | RTI specialist does not provide updated training information to teachers after RTI/SIT/Data meetings. | RTI Specialist inconsistently provides basic training information to teachers after RTI/SIT/Data meetings. | RTI Specialist consistently provides training information to teachers after RTI/SIT/Data meetings. | RTI Specialist consistently provides detailed training information and provides additional training information in addition to that provided by the district. |
| 3b: Evaluating student needs in compliance with state and district Special Programs and Procedures | RTI Specialist is unprepared when conducting SIT/Data meetings. | RTI Specialist has documentation/forms available for SIT/Data meetings, but is disorganized and does not adequately follow established procedures. | RTI Specialist is prepared with correct documentation and forms for SIT/Data meetings and adequately follows established procedures. | RTI Specialist is thoroughly prepared with correct documentation and forms for SIT/Data meetings and consistently follows established procedures, ensuring the participants understand the procedures. |
| 3c: Communicating with families | RTI Specialist fails to communicate with families or secure appropriate parental signatures, or communicates in an insensitive manner. | RTI Specialist’s communication with families is partially successful; signatures are obtained but there are occasional insensitivities to cultural traditions, linguistic traditions and/or unique characteristics of the family | RTI Specialist’s communication with families is successful; signatures are obtained in a manner sensitive to cultural traditions, linguistic traditions and/or unique characteristics of the family. | RTI Specialist’s communication with families is highly successful; signatures are obtained in a manner sensitive to cultural traditions, linguistic traditions and/or unique characteristics of the family. |
| 3d: Collecting information; writing Intervention Plans | RTI Specialist neglects to collect important information on which to base the components of the Intervention Plan. | RTI Specialist collects most of the important information on which to base the components of the Intervention Plan. | RTI Specialist collects all important information on which to base the components of the Intervention Plan. | RTI Specialist is proactive in collecting important information on which to base the components of the Intervention Plan by actively collaborating with teachers and parents. |
| 3e: Demonstrating flexibility and responsiveness | RTI Specialist adheres to his/her plan in spite of evidence of its inadequacy | RTI Specialist makes modest changes in plan when confronted with evidence of the need for change. | RTI Specialist makes revisions to the plan when it is needed. | RTI Specialist is continually seeking ways to improve the plan and makes changes as needed, in response to student, parent, teacher or administrator input. |

| RTI/MTSS Specialist Self-Assessment_____ | | Evaluator Assessment_____ | | Score_____ |
|--|---|---|--|--|
| Domain 4: Professional Responsibilities (12 Points) | | | | |
| Component (2 Points Each) | Unsatisfactory (0 points each) | Developing/Needs Improvement (1.2 point each) | Effective (1.6 point each) | Highly Effective (2 points each) |
| 4a: Reflecting on practice | RTI Specialist does not reflect on practice, or the reflections are inaccurate or self-serving | RTI 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. | RTI Specialist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. RTI Specialist makes some specific suggestions as to how programs and procedures might be improved. | RTI Specialist’s reflection is highly accurate and perceptive, citing specific examples and the RTI Specialist develops a plan to improve and measure changes in practice. |
| 4b: Scheduling and preparing SIT/Data meetings and submitting RTI information to the district in a timely manner | RTI Specialist does not follow established procedures for preparing RTI paperwork and submitting completed RTI information. | RTI Specialist’s efforts to follow established procedures for preparing RTI paperwork are partially successful and follow established procedures. RTI paperwork submissions to district are not consistent. | RTI Specialist consistently follows established procedures for preparing RTI paperwork and consistently submits RTI paperwork to the district as required. | RTI Specialist’s approach to RTI paperwork preparation is highly systematic and serves as a model for colleagues. RTI paperwork is routinely submitted to the district in a timely manner. |
| 4c: Coordinating work with other RTI Specialists | RTI Specialist makes no effort to collaborate with other RTI specialists. | RTI Specialist responds positively to other RTI Specialists within the district to collaborate. | RTI Specialist initiates efforts to collaborate with other RTI Specialists within the district. | RTI Specialist takes a leadership role in coordinating collaborative initiatives among other RTI Specialists. |
| 4d: Participating in a professional community | RTI Specialist’s relationships with colleagues are negative or self-serving and the specialist avoids being involved in school/district events and initiatives. | RTI Specialist’s relationships with colleagues are cordial, and the specialist participates in school/district events and initiatives when specifically requested. | RTI Specialist participates actively in school/district events and initiatives. RTI specialist maintains positive and productive relationships with colleagues. | RTI Specialist makes a substantial contribution to school/district events and initiatives. RTI specialist assumes a leadership role with colleagues. |
| 4e: Engaging in professional development | RTI Specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills. | RTI Specialist’s participation in professional development activities is limited to those that are convenient or required. | RTI Specialist seeks out opportunities for professional development based on an individual assessment of need. | RTI Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering professional learning opportunities to colleagues. |
| 4f: Showing professionalism | RTI specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality. | RTI Specialist is honest in interactions with colleagues and respects norms of confidentiality. | RTI Specialist displays high standards of honesty, integrity in interactions with colleagues and respects norms of confidentiality. | RTI Specialist can be counted on to hold the highest standards of honesty, integrity. Staffing specialist takes a leadership role with colleagues in respecting norms of confidentiality. |

| VAM Score as determined by FLDOE cut scores – Madison County agrees to accept the calculation as determined by the state. | Category | Points for Use in the Final Summative Evaluation Formula |
|---|------------------------------|--|
| 4 | Highly Effective | 100 |
| 3 | Effective | 75 |
| 2 | Needs Improvement/Developing | 50 |
| 1 | Unsatisfactory | 25 |

| Non -VAM Score *as measured by growth or proficiency on the other assessments listed in the chart in Section 1 | Category | Points for Use in the Final Summative Evaluation Formula |
|---|------------------------------|--|
| 80 – 100% | Highly Effective | 100 |
| 60 – 79% | Effective | 75 |
| 41 – 59% | Needs Improvement/Developing | 50 |
| 0 – 40% | Unsatisfactory | 25 |

| Deliberate Practice Score | Score for Use in Final Summative Evaluation Formula |
|---------------------------|---|
| 13-17 | 100 |
| 9-12 | 75 |
| 5-8 | 50 |
| 0-4 | 25 |

| Final Summative Category | Final Summative Score |
|------------------------------|-----------------------|
| Highly Effective | 85-100 |
| Effective | 70-84 |
| Needs Improvement/Developing | 56-69 |
| Unsatisfactory | 0 - 55 |

Final Summative Equation – (SPM33%) + (IPS 50%) + (DP 17%) = 100%

District School Board of Madison County Instructional Summative

Evaluation for Classroom/Non-Classroom Teachers

☐ Category 1a ☐ Category 1 ☐ Category 2 ☐ Category 3

☒ Mid-Year Summative Evaluation ☐ Summative Evaluation

Name _____ Position _____

School/Work Location _____ Date _____

Assessment Procedures Used: ☐ Formal Observation ☐ Informal Observation (Classroom Walkthrough) ☐ Conferences ☐ Student Data ☐ Other

| | | | |
|---|--|--|--|
| Metric I: Areas of Professional and Instructional Standards Indicators | | Rating Key: HE = Highly Effective – 85 – 100 Points* E=Effective – 70 – 84 Points N=Needs Improvement (Category 2 & 3) D=Developing (Category 1a & 1) } 56 – 69 Points U=Unsatisfactory /Requires Improvement– 0 – 55 Points | |
| | | | |
| | | | |
| | | | |
| | | | |
| 18 Points | Domain 1: Planning and Preparation | | |
| 30 Points | Domain 2: The Classroom Environment | | |
| 40 Points | Domain 3: Instruction | | |
| 12 Points | Domain 4: Professional Responsibilities | | |
| Total: | Total Points: _____ (100 points possible) | Total multiplied by 0.50 | |
| Metric II: Student Achievement Metric III: Deliberate Practice | Total Points: _____ (100 points possible) | Total multiplied by 0.33: | |
| | Total Points: _____ (100 Possible) | Total multiplied by 0.17: | |
| (Sum of all metrics) | | Final Score: | |

Administrator Signature

Date

Teacher Signature

Date

District School Board of Madison County

Ratings

| | |
|--------------------------------------|--|
| Unsatisfactory: | Level of performance that shows that the teacher does not understand the concepts underlying the component. Represents teaching that is below the licensing standard of “do no harm” and requires intervention. |
| Developing/Needs Improvement: | Level of performance that shows that the teacher understands the concepts underlying the component and attempts to implement the elements. However, the implementation is sporadic, intermittent, or otherwise not entirely successful. |
| Effective: | Level of performance that shows that the teacher has thorough knowledge of the concepts underlying the component. Students are engaged in learning. This level of performance represents successful, professional, and effective teaching. |
| Highly Effective: | Level of performance that shows that the teacher has mastered all the underlying concepts of the component and the classroom functions as a community of learners with students assuming responsibility for their learning. |

District School Board of Madison County

Evaluation System Glossary

| | |
|-------------------------------------|---|
| Category of Teachers | Category 1a – teachers with 0 years of experience Category 1 – teachers with 1-3 years of experience or new to the district Category 2 – teachers with 4-9 years of experience Category 3 – teachers in need of intensive support |
| Common Language | A transparent way to talk about instruction that is shared by everyone. |
| Components | The 22 identified aspects of teaching within the four domains. |
| Contemporary Research | Recent research conducted within the last five to seven years. |
| Content | Information specific to a particular discipline – to include concepts, principles, relationships, methods of inquiry, and outstanding issues. |
| Developing/Needs Improvement | Level of performance that shows the teacher understands the concepts underlying the component and attempts to implement the elements. Implementation is sporadic, intermittent or not entirely successful. |
| Domain | One of four broad areas in which teachers execute professional roles. |
| Effective | Level of performance that shows the teacher has thorough knowledge of the concepts underlying the component. Students are engaged in learning. This level of performance represents successful, professional, and effective teaching. |
| Element | An identified feature of a component of the four domains of teaching. There are 76 elements. |
| Evidence/Artifact | Factual representation of something seen or heard during a classroom visitation, including documents selected by a teacher to support their performance. |
| FEAPs | Florida Educator Accomplished Practices. FEAPs embody 3 essential principles: 1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement. 2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught. 3. The effective educator exemplifies the standards of the profession. There are 6 accomplished practices: 1. Quality Instruction 2. The Learning Environment 3. Instructional Delivery and Facilitation 4. Assessment 5. Continuous Improvement, Responsibility, and Ethics 6. Professional Responsibility and Ethical Conduct |
| Feedback | Information shared relevant to something observed in the context of learning |
| Final Evaluation Summary | The compilation of all aspects of the evaluation to include CWTs, informal and formal observations, and student performance. |
| Formal Observation | The primary method for collecting evidence that will be used as a source of data for the summative evaluation and provides a rich source of feedback to teachers regarding their instructional practice and professional growth. It is NOT the summative evaluation. The formal observation includes a planning and reflection conference with the teacher. |

| | |
|-------------------------------------|---|
| Highly Effective | Level of performance that shows that the teacher has mastered all of the underlying concepts of the component, and the classroom functions as a community of learners with students assuming responsibility for their learning. |
| Informal Observation | Can be announced or unannounced and may or may not include an observation of the full class period. There is no planning or reflection conference. |
| Instructional practice | Performance of the teacher in the delivery of instruction |
| DPP | An individual plan of professional growth based on self-reflection, the yearly evaluation, and student performance data. This must be completed each year and agreed upon by teacher and principal. |
| Levels of Performance | Continuum of descriptive steps toward the development of expertise. |
| Mentor | A trained clinical educator (teacher) who provides support for a beginning teacher during the first two years of employment. |
| Milestone | A significant event that places the teacher in a leadership role. |
| Modifications | Alterations made to clarify and achieve successful learning outcomes. |
| Monitoring | Checking for understanding of learning outcomes. |
| Performance Measure | Students meeting proficiency for their grade level. |
| Planning (Pre) Conference | The planning or pre-conference provides an opportunity for the teacher and the administrator to talk about the lesson prior to the formal announced observation. During this time, the teacher and observer use the planning conference form as a means to discuss the lesson, engage in collaborative decision making, clarify expectations and identify areas where specific feedback will be provided. |
| Reflection | Thoughtful analysis and processing of a teaching event. |
| Reflection (Post) Conference | The reflection or post-conference provides an opportunity for the teacher and the administrator to reflect about the lesson, clarify expectations and plan forward using the reflection (post) conference form as a guide for reflection and feedback. |
| Resources | Means within and beyond the classroom that facilitate learning. |
| Student Evidence | Specific observable behaviors that students engage in response to the teacher's use of particular instructional strategies. |
| Student Learning Growth | The calculation of one year's growth and/or the value added model. |
| Teacher Evidence | Specific observable behaviors that teachers engage in when using a particular instructional strategy. |
| Technique | Method or procedure for presenting instruction in order to make connections for learners. |
| Unsatisfactory | Level of performance that shows that the teacher does not understand the concepts underlying the component. Represents teaching that is below the licensing standard of "do no harm" and requires intervention. |
| Walkthroughs | As in the informal observation, walkthroughs can be announced or unannounced. Walkthroughs generally consist of very brief classroom observations of 3-10 minutes in length in which the observer gathers evidence regarding classroom instructional practices and behaviors on a regular basis. Timely and actionable feedback to teachers is also strongly recommended. Walkthroughs provide opportunities for individual feedback as well as trend and pattern data over time. Walkthroughs also inform professional development needs for individual and groups of teachers and provide a means to gauge the implementation of professional development against individual professional development plans and school improvement plans. |
| Weighting | Method by which certain components of the evaluation system are given greater importance than others. |

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