

CONWAY SCHOOL DISTRICT

PROFESSIONAL EVALUATION SYSTEM

2011

ADOPTED 2000-2001
Revised 2003-2004
Revised 2011

**Acknowledgement of original source for the
Conway School District Professional Evaluation System**

*Danielson, Charlotte. Enhancing Professional Practice: A Framework for Teaching,
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**CONWAY SCHOOL DISTRICT
PROFESSIONAL EVALUATION SYSTEM
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CONWAY SCHOOL DISTRICT PROFESSIONAL EVALUATION SYSTEM

COMMITTEE MEMBERS:

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GOALS OF THE PROFESSIONAL SYSTEM:

The Goals of the Conway District Professional Evaluation System are to:

- Improve instruction
- Encourage reflective practice
- Foster professional dialogue between teacher and supervisor
- Provide a mutually understood set of priorities focused on improvement
- Foster continuous improvement and professional growth
- Provide a mechanism for differentiating performance and awarding compensation
- Provide districtwide needs data for providing staff development

THE CONWAY ANNUAL TEACHER EVALUATION FORM (CATE)

At the core of the Professional Evaluation System is the CATE. (See Appendix A) The CATE Form is based on research about teaching and learning, and represents a credible and widely accepted set of criteria associated with effective teaching. The framework and criteria are consistent with the beliefs of the Conway educational community. The CATE instrument has four categories of criteria or domains, relating to teaching performance. They are:

- Planning and Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities

Rubrics for each domain are found in Appendix B and/or in Enhancing Professional Practice, A Framework for Teaching (2nd edition) by Charlotte Danielson.

The criteria in the instructional domain are weighted double the value of the other criteria to emphasize the critical importance of this domain.

PROCEDURES FOR THE PROFESSIONAL EVALUATION SYSTEM:

A framework for the evaluation process follows, with details and timelines outlined on the **Conway Professional Evaluation System Grid** for teachers at these four levels. All placements are based on annual decisions.

- **Unsatisfactory**

Demonstrates unsatisfactory performance by achieving less than 43 percent

Makes unsatisfactory improvement on annual goals

At risk of nonrenewal

A teacher can remain unsatisfactory for up to 1 year.

- **Basic**

Demonstrates basic performance by achieving 43-59 percent

Makes significant measurable progress toward the achievement of annual goals

Faculty new to the district will typically be at Basic level

A probationary teacher can remain at the Basic level for up to 3 years.

- **Proficient**

Demonstrates proficient performance by achieving 60-84 percent

Makes significant measurable progress toward the achievement of annual goals

This is the expected level of teacher performance for most teachers

- **Distinguished**

Demonstrates distinguished performance by achieving 85-100 percent

Achieves Annual Goals

Assumes additional responsibilities which will impact the professional development of other staff

CONWAY PROFESSIONAL EVALUATION SYSTEM TIMELINE

DATE	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
JUN 15	GOAL CONFERENCE			
JUN 30				
JUL 15				
JUL 30				
AUG 15				
AUG 30				
SEP 15		GOAL CONFERENCE		
SEP 30				
OCT 15	1 OBSERVATION DONE		GOAL CONFERENCE DONE	
OCT 30				
NOV 15				
NOV 30				
DEC 15	NEW EMPLOYEE BASELINE CATE DONE			
DEC 30				
JAN 15				
JAN 30				
FEB 15				
FEB 28				
MAR 15	ALL OBSERVATIONS DONE			
MAR 30	SUMMATIVE EVAL, CATE INDICATING PLACEMENT DONE			
APR 15	NOTIFICATION OF NON- RENEWAL BY LAW -----			
APR 30				
MAY 15				
MAY 21			SUMMATIVE EVAL, CATE INDICATING PLACEMENT DONE	

CONWAY PROFESSIONAL EVALUATION SYSTEM TIMELINE 6.28.01

	EVALUATION STEPS	DOCUMENTATION	SCHEDULE
UNSATISFACTORY Less than 43 percent	<p>Review goals derived from identified deficiencies</p> <p>Minimum of 2 formal observations with documentation Minimum of 2 informal observations with documentation</p> <p>Summative evaluation</p>	<p>Statement of Goals</p> <p>Appropriate observation forms</p> <p>Teacher self evaluation on CATE; supervisor evaluation on CATE with written documentation/evidence file</p>	<p>Goal conference by June 15 of placement year</p> <p>1 observation by October 15 All observations complete by March 15</p> <p>Summative evaluation with completed and signed CATE indicating placement by March 30</p> <p>Non renewal notification by April 15</p>
BASIC 43 - 59 percent	<p>Establish goals in conference</p> <p>Minimum of 1 formal observation and 2 informal observations with documentation</p> <p>Summative evaluation</p>	<p>Statement of goals</p> <p>Appropriate observation forms</p> <p>Teacher self evaluation on CATE; supervisor evaluation on CATE with written documentation/evidence file</p>	<p>Goal conference by September 15</p> <p>At least 1 observation by October 15. All observations complete by March 15</p> <p>Summative evaluation with completed and signed CATE indicating placement by March 30</p> <p>Non renewal notification by April 15</p>
PROFICIENT 60 - 84 percent	<p>Establish goals in conference</p> <p>Formal and informal observations of classroom and other professional responsibilities as determined in goals conference</p> <p>Summative evaluation</p>	<p>Statement of goals</p> <p>Appropriate forms Other evidence as per agreement</p> <p>Teacher self evaluation on CATE; supervisor evaluation on CATE with written documentation/evidence file</p>	<p>Goal conference by October 15</p> <p>Summative evaluation with completed and signed CATE indicating placement by May 21</p>
DISTINGUISHED 85 - 100 percent	<p>Establish goals in conference</p> <p>Formal and informal observation of classroom and other professional responsibilities as determined in goals conference</p> <p>Summative evaluation</p>	<p>Statement of goals</p> <p>Appropriate forms Other evidence as per agreement</p> <p>Teacher self evaluation on CATE; supervisor evaluation on CATE with written documentation/evidence</p>	<p>Goal conference by October 15</p> <p>Summative evaluation with completed and signed CATE indicating placement by May 21</p>

NOTE: All employees new to the district will receive a completed and signed baseline CATE by December 15

CONWAY PROFESSIONAL EVALUATION SYSTEM OBSERVATION PROCEDURES

All classroom observations of the teaching performance of any teacher shall be conducted openly and with the full knowledge of the teacher. No teacher shall receive adverse comments from any observer in the presence of the pupils.

Each teacher shall be given his/her observation report within 7 days of the observation, and shall have the opportunity to discuss such report with his/her supervisor and/or principal. After such discussions the teacher shall sign the report, but the teacher's signature does not necessarily indicate agreement with its contents. If the teacher disagrees with the evaluation or observation report, he/she may so indicate in writing within one week of receipt of the evaluation or observation report; and upon request, the written statement of disagreement shall be placed in his/her personnel file and attached to the relative documents. At the time of signing, the teacher shall be given a copy of his/her evaluation.

The forms that will be used are the **Conway School District Annual Statement of Goals/Personal Plan**, the **Conway Professional Evaluation System Formal Observation Form**, and the **Conway School District Informal Observation Form** (See Appendix C).

QUESTIONS AND ANSWERS ABOUT THE CONWAY PROFESSIONAL EVALUATION SYSTEM:

- **QUESTION: Is everyone evaluated annually in each category of each component?**

ANSWER: Yes. However, it is expected that teachers and supervisors will focus on specific evaluation evidence related to goals and improvement targets.

- **QUESTION: How are goals determined using CATE?**

ANSWER: The teacher and supervisor complete the CATE prior to the goals conference, and these forms will be used in the goal setting process.

- **QUESTION: Do all goals need to be rooted in CATE?**

ANSWER: Yes.

- **QUESTION: What type of evidence will be collected and by whom?**

ANSWER: The teacher will collect the evidence identified by the supervisor. The evidence will be decided upon at the goal setting conference. . Evidence may include formal or informal observation documentation.

- **QUESTION: Will every teacher be formally observed each year?**

ANSWER: Unsatisfactory teachers will receive a minimum of 2 formal observations and two informal observations with documentation during the year. Basic teachers will receive a minimum of 1 formal and 2 informal observations per year with documentation. For all other teachers, the number and type of evaluations and documentation will be determined at the annual goal setting conference.

- **QUESTION: How will evidence be evaluated and by whom?**

ANSWER: The supervisor will review the evidence with the teacher at the summative evaluation session, and deliver the completed CATE within the Conway Professional Evaluation System Timeline.

- **QUESTION: How is the CATE point total translated into compensation?**

ANSWER: Each teacher will be eligible for compensation based on the CATE point total in accordance with the negotiated contract.

- **QUESTION: Is there an appeal process, and if so how does it work?**

ANSWER: As per Article V-(5-3) of the CEA Agreement, “any evaluation that does not adhere to the procedures set forth in the Professional Evaluation System shall be subject to the grievance procedure with such being the issue. The judgment exercised in the evaluation, if based on accurate information, is not grieveable.”

ANNUAL STATEMENT OF GOALS/PERSONAL PLAN

SCHOOL YEAR: _____ EXPIRATION DATE: _____ ENDORSEMENTS: _____

EDUCATOR NAME _____ SUPERVISOR _____

GOALS	CATE REFERENCE	TIMELINE	DOCUMENTATION EVIDENCE	DATE OF CHECK	INITIALS

EDUCATOR SIGNATURE _____

SUPERVISOR SIGNATURE _____

DATE _____

DATE _____

CONWAY PROFESSIONAL EVALUATION SYSTEM

FORMAL OBSERVATION FORM

EDUCATOR _____

OBSERVER _____

TEACHING ASSIGNMENT _____

DATE _____

OBSERVATION NUMBER _____

TIME: From _____ to _____

OBSERVATION SUMMARY:

COMMENTS and/or SUGGESTION:

EDUCATOR'S COMMENTS:

SIGNED _____
(Educator)

SIGNED _____
(Supervisor)

DATE _____

DATE _____

(SIGNATURES INDICATE THAT THE OBSERVATION HAS BEEN MADE AND SHARED. THE EDUCATOR'S SIGNATURE DOES NOT NECESSARILY INDICATE AGREEMENT WITH THE OBSERVATION.)

1 COPY TO EDUCATOR

1 COPY TO OBSERVER

1 COPY TO PERSONNEL FILE

CONWAY SCHOOL DISTRICT
PROFESSIONAL EVALUATION SYSTEM
INFORMAL OBSERVATION FORM

EDUCATOR _____

DATE: _____

LOCATION _____

TIME: _____

OBSERVER: _____

OBSERVER SIGNATURE _____ **DATE:** _____

APPENDIX A

CONWAY ANNUAL TEACHER EVALUATION FORM (CATE)

Revised 2011

Name:

Position:

Date:

PLANNING AND PREPARATION	(0) Unsatisfactory	(1) Basic	(2) Proficient	(3) Distinguished
Component 1a: Demonstrating Knowledge of Content and Pedagogy				
1a.1 Knowledge of content and the structure of the discipline				
1a.2 Knowledge of prerequisite relationships				
1a.3 Knowledge of content-related pedagogy				
Component 1b: Demonstrating Knowledge of Students				
1b.1 Knowledge of child and adolescent development				
1b.2 Knowledge of the learning process				
1b.3 Knowledge of students' skills, knowledge and language proficiency				
1b.4 Knowledge of students' interests and cultural heritage				
1b.5 Knowledge of students' special needs.				
Component 1c: Setting Instructional Outcomes				
1c.1 Value, sequence and alignment				
1c.2 Clarity				
1c.3 Balance				
1c.4 Suitability for diverse learners				
Component 1d: Demonstrating Knowledge of Resources				
1d.1 Resources for classroom use				
1d.2 Resources to extend content knowledge and pedagogy				
1d.3 Resources for students				
Component 1e: Designing Coherent Instruction				
1e.1 Learning activities				
1e.2 Instructional materials and resources				
1e.3 Instructional groups				
1e.4 Lesson and unit structure				
Component 1f: Designing Student Assessments				
1f.1 Congruence with instructional outcomes				
1f.2 Criteria and standards				
1f.3 Design of formative assessments				
1f.4 Use for planning				

Comments:

Points Earned: _____
Total Possible Points 69

ANNUAL TEACHER EVALUATION FORM (CATE) Revised 2011

Name:

Position:

Date:

THE CLASSROOM ENVIRONMENT	(0) Unsatisfactory	(1) Basic	(2) Proficient	(3) Distinguished
Component 2a: Creating an Environment of Respect and Rapport				
2a.1 Teacher interaction with students				
2a.2 Student interactions with other students				
Component 2b: Establishing a Culture for Learning				
2b.1 Importance of the content				
2b.2 Expectations for learning and achievement				
2b.3 Student pride in work				
Component 2c: Managing Classroom Procedures				
2c.1 Management of instructional groups				
2c.2 Management of transitions				
2c.3 Management of materials and supplies				
2c.4 Performance of noninstructional duties				
2c.5 Supervision of volunteers and paraprofessionals				
Component 2d: Managing Student Behavior				
2d.1 Expectations				
2d.2 Monitoring of student behavior				
2d.3 Response to student misbehavior				
Component 2e: Organizing Physical Space				
2e.1 Safety and accessibility				
2e.2 Arrangement of furniture and use of physical resources				

Comments:

Points Earned: _____

Total Possible Points 45

ANNUAL TEACHER EVALUATION FORM (CATE)

Revised 2011

Name: _____

Position: _____

Date: _____

INSTRUCTION	(0) Unsatisfactory	(2) Basic	(4) Proficient	(6) Distinguished
Component 3a: Communicating with Students				
3a.1 Expectations for learning				
3a.2 Directions and procedures				
3a.3 Explanations of content				
3a.4 Use of oral and written language				
Component 3b: Using Questioning and Discussion Techniques				
3b.1 Quality of questions				
3b.2 Discussion techniques				
3b.3 Student participation				
Component 3c: Engaging Students in Learning				
3c.1 Activities and assignments				
3c.2 Grouping of students				
3c.3 Instructional materials and resources				
3c.4 Structure and pacing				
Component 3d: Using Assessment in Instruction				
3d.1 Assessment criteria				
3d.2 Monitoring of student learning				
3d.3 Feedback to students				
3d.4 Student self-assessment and monitoring of progress				
Component 3e: Demonstrating Flexibility and Responsiveness				
3e.1 Lesson adjustment				
3e.2 Response to students				
3e.3 Persistence				

Comments: _____

Points Earned: _____
 Total Possible points 108

ANNUAL TEACHER EVALUATION FORM (CATE)

Revised 2011

Name: _____

Position: _____

Date: _____

PROFESSIONAL RESPONSIBILITIES	(0) Unsatisfactory	(1) Basic	(2) Proficient	(3) Distinguished
Component 4a: Reflecting on Teaching				
4a.1 Accuracy				
4a.2 Use in future teaching				
Component 4b: Maintaining Accurate Records				
4b.1 Student completion of assignments				
4b.2 Student progress in learning				
4b.3 Noninstructional records				
Component 4c: Communicating with Families				
4c.1 Information about the instructional program				
4c.2 Information about individual students				
4c.3 Engagement of families in the instructional program				
Component 4d: Participating in a Professional Community				
4d.1 Relationships with colleagues				
4d.2 Involvement in a culture of professional inquiry				
4d.3 Service to the school				
4d.4 Participation in school and district projects				
Component 4e: Growing and Developing Professionally				
4e.1 Enhancement of content knowledge and pedagogical skill				
4e.2 Receptivity to feedback from colleagues				
4e.3 Service to the profession				
Component 4f: Showing Professionalism				
4f.1 Integrity and ethical conduct				
4f.2 Service to students				
4f.3 Advocacy				
4f.4 Decision making				
4f.5 Compliance with school and district regulations				

Comments: _____

Points Earned _____
Total Possible Points 60

ANNUAL TEACHER EVALUATION FORM (CATE) Revised 2011

Name:

Position:

Date:

Evaluation Summary
for office use

Percentage Score: _____

Total possible points (282)

0 to 42 percent	0-119 Unsatisfactory
43 to 59 percent	120-167 Basic
60 to 84 percent	168-236 Proficient
85 to 100 percent	237-282 Distinguished

ANNUAL TEACHER EVALUATION FORM (CATE) Revised 2011

Name:

Position:

Date:

Signature Page

RATING: _____

Comments:

This evaluation has been discussed with me.

(check one) _____ I agree with its contents.

_____ I disagree with its contents.

Signature of Employee

Date

Signature of Evaluator

Date

APPENDIX B

Components Of Professional Practice

Components of Professional Practice

Domain 1: Planning and Preparation

Component 1a: *Demonstrating Knowledge of Content and Pedagogy*

- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Component 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.

Component 1c: *Setting Instructional Outcomes*

- Value, sequence and alignment
- Clarity
- Balance
- Suitability for diverse learners

Component 1d: *Demonstrating Knowledge of Resources*

- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

Component 1e: *Designing Coherent Instruction*

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

Component 1f: *Designing Student Assessments*

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

Domain 2: The Classroom Environment

Component 2a: *Creating an Environment of Respect and Rapport*

- Teacher interaction with students
- Student interactions with other students

Component 2b: *Establishing a Culture for Learning*

- Importance of the content
- Expectations for learning and achievement
- Student pride in work

Component 2c: *Managing Classroom Procedures*

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of noninstructional duties
- Supervision of volunteers and paraprofessionals

Component 2d: *Managing Student Behavior*

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

Component 2e: *Organizing Physical Space*

- Safety and accessibility
- Arrangement of furniture and use of physical resources

Components of Professional Practice (*continued*)

Domain 3: Instruction

Component 3a: *Communicating with Students*

- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language

Component 3b: *Using Questioning and Discussion Techniques*

- Quality of questions
- Discussion techniques
- Student participation

Component 3c: *Engaging Students in Learning*

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

Component 3d: *Using Assessment in Instruction*

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

Component 3e: *Demonstrating Flexibility and Responsiveness*

- Lesson adjustment
- Response to students
- Persistence

Domain 4: Professional Responsibilities

Component 4a: *Reflecting on Teaching*

- Accuracy
- Use in future teaching

Component 4b: *Maintaining Accurate Records*

- Student completion of assignments
- Student progress in learning
- Noninstructional records

Component 4c: *Communicating with Families*

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

Component 4d: *Participating in a Professional Community*

- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

Component 4e: *Growing and Developing Professionally*

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

Component 4f: *Showing Professionalism*

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements:

Knowledge of Content and the structure of the discipline ● Knowledge of prerequisite relationships ● Knowledge of content-related pedagogy

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of content and the structure of the discipline	In planning and practice, teacher makes content errors or does not correct errors made by the students.	Teacher is familiar with important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledge of prerequisite relationships	Teacher's plans and practice displays little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledge of content-related pedagogy	Teacher displays little understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to students.	Teacher's plans and practice reflect familiarity with a wide range of pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

DOMAIN 1: PLANNING AND PREPARATION

Component 1b: Demonstrating Knowledge of Students

Elements:

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

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of child and adolescent development	Teacher displays little or no knowledge of developmental characteristics of age group.	Teacher displays partial knowledge of developmental characteristics of age group.	Teacher 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 development characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
Knowledge of the learning process	Teacher sees no value in understanding how students learn and does not seek information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive subtle understanding of how students learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge and language proficiency but displays this knowledge for the class only as a whole.	Teacher recognizes the value of understanding students' skills, knowledge and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge and language proficiency and has a strategy for maintaining such information.
Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge for the class only as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

DOMAIN 1: PLANNING AND PREPARATION

Component 1c: Selecting Instructional Goals

Elements:

Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

	LEVEL OF PERFORMANCE			
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Value, sequence and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Outcomes are either not clear or stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students and groups.
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but the teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.

DOMAIN 1: PLANNING AND PREPARATION

Component 1d: Demonstrating Knowledge of Resources

Elements:

Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students

	LEVEL OF PERFORMANCE			
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Resources for classroom use	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources to extend content knowledge and pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external from the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources for students	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.

DOMAIN 1: PLANNING AND PREPARATION

Component 1e: Designing Coherent Instruction

Elements:

Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Learning activities	Learning activities are not suitable to students or instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable for students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

DOMAIN 1: PLANNING AND PREPARATION

Component 1f: Designing Student Assessments

Elements:

Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Congruence with instructional outcomes	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	The proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan for future instruction for individual students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

Elements:

Teacher interaction with students • Student interactions with other students

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2b: Establishing a Culture for Learning

Elements:

Importance of the content • Expectations for learning and achievement • Student pride in work

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2c: Managing Classroom Procedures

Elements:

*Management of instructional groups ● Management of transitions ● Management of materials and supplies
Performance of noninstructional duties ● Supervision of volunteers and paraprofessionals*

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of noninstructional duties	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2d: Managing Student Behavior

Elements:

Expectations ● *Monitoring of student behavior* ● *Response to student misbehavior*

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2e: Organizing Physical Space

Elements:

Safety and accessibility ● Arrangement of the furniture and use of physical resources

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Safety and accessibility	The classroom is unsafe, learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

DOMAIN 3: INSTRUCTION

Component 3a: Communicating with students

Elements:

Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within the broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of the content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of the content is imaginative and connects with student's knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

DOMAIN 3: INSTRUCTION

Component 3b: Using Questioning and Discussion Techniques

Elements:

Quality of questions • Discussion techniques • Student participation

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

DOMAIN 3: INSTRUCTION

Component 3c: Engaging Students in Learning

Elements:

Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purpose of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purpose of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

DOMAIN 3: INSTRUCTION

Component 3d: Using Assessment in Instruction

Elements:

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

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against criteria and performance standards.	Students frequently assess and monitor the quality of their own work against criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of the information in their learning.

DOMAIN 3: INSTRUCTION

Component 3e: Demonstrating Flexibility and Responsiveness

Elements:

Lesson adjustment • Response to students • Persistence

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher makes a major adjustment to a lesson when needed.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on students interests or a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Elements:

Accuracy • Use in future teaching

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strength of each.
Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how the lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with probable success of different courses of action.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4b: Maintaining Accurate Records

Elements:

Student completion of assignments • Student progress in learning • Noninstructional records

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Student completion of assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
Student progress in learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
Noninstructional records	Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.	Teacher's records for noninstructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on noninstructional activities is fully effective.	Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4c: Communicating with Families

Elements:

Information about the instructional program • Information about individual students • Engagement of families in the instructional program

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Information about the instructional program	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about individual students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4d: Participating in a professional community

Elements:

Relationships with colleagues ● Involvement in a culture of professional inquiry ● Service to the school ● Participation in school and district projects

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in prompting a culture of professional inquiry.
Service to the school	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
Participation in school and district projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4e: Growing and Developing Professionally

Elements:

Enhancement of content knowledge and pedagogical skill ● Receptivity to feedback from colleagues ● Service to the profession

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research.
Receptivity to feedback from colleagues	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors or professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
Service to the profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Showing Professionalism

Elements:

Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, and confidentiality, in interactions with colleagues, students and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in servicing students.	Teacher is highly proactive in serving students, seeking out resources when needed.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

APPENDIX C

CONWAY ANNUAL LIBRARY MEDIA SPECIALIST EVALUATION FORM

Name:

Position:

Date:

PLANNING AND PREPARATION	(0) Unsatisfactory	(1) Basic	(2) Proficient	(3) Distinguished
Component 1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology.				
Component 1b: Demonstrating knowledge of the school's program and student information needs within that program				
Component 1c: Establishing goals for the library/media program appropriate to the setting and the students served				
Component 1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan				
Component 1e: Planning the library/media program integrated with the overall school program				
Component 1f: Developing a plan to evaluate the library/media program				

Comments:

Points Earned: _____

Total Possible Points 18

THE CLASSROOM ENVIRONMENT	(0) Unsatisfactory	(1) Basic	(2) Proficient	(3) Distinguished
Component 2a: Creating an environment of respect and rapport				
Component 2b: Establishing a culture for investigation and love of literature				
Component 2c: Establishing and maintaining library procedures				
Component 2d: Managing student behavior				
Component 2e: Organizing physical space to enable smooth flow				

Comments:

Points Earned: _____

Total Possible Points 15

CONWAY ANNUAL LIBRARY MEDIA SPECIALIST EVALUATION FORM

Name: _____

Position: _____

Date: _____

INSTRUCTION	(0) Unsatisfactory	(2) Basic	(4) Proficient	(6) Distinguished
Component 3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations				
Component 3b: Collaborating with teachers in the design of instructional units and lessons				
Component 3c: Engaging students in enjoying literature and in learning information skills				
Component 3d: Assisting students and teachers in the use of technology in the library/media center				
Component 3e: Demonstrating flexibility and responsiveness				

Comments: _____

Points Earned: _____
Total Possible points 30

PROFESSIONAL RESPONSIBILITIES	(0) Unsatisfactory	(1) Basic	(2) Proficient	(3) Distinguished
Component 4a: Reflecting on practice				
Component 4b: Preparing and submitting reports and budgets				
Component 4c: Communicating with the larger community				
Component 4d: Participating in a professional community				
Component 4e: Engaging in professional development				
Component 4f: Showing professionalism				

Comments: _____

Points Earned _____
Total Possible Points 18

CONWAY ANNUAL LIBRARY MEDIA SPECIALIST EVALUATION FORM

Name:

Position:

Date:

Evaluation Summary
for office use

Percentage Score: _____

Total possible points (81)	
0 to 42 percent	0-34 Unsatisfactory
43 to 59 percent	35-48 Basic
60 to 84 percent	49-68 Proficient
85 to 100 percent	69-81 Distinguished

CONWAY ANNUAL LIBRARY MEDIA SPECIALIST EVALUATION FORM

Name:

Position:

Date:

Signature Page

RATING: _____

Comments:

This evaluation has been discussed with me.

(check one) _____ I agree with its contents.

_____ I disagree with its contents.

Signature of Employee

Date

Signature of Evaluator

Date

APPENDIX D

DOMAIN 1 FOR LIBRARY MEDIA SPECIALISTS: PLANNING AND PREPARATION

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
1b: Demonstrating knowledge of the school's program and student information needs within that program	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information 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 within the school's academic program.
1c: Establishing goals for the library/media program appropriate to the setting and the students served	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.

DOMAIN 1 FOR LIBRARY/MEDIA SPECIALISTS: PLANNING AND PREPARATION *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
1e: Planning the library/media program integrated with the overall school program	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.
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.

DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE ENVIRONMENT

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an environment of respect and rapport	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students 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.
2b: Establishing a culture for investigation and love of literature	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
2c: Establishing and - maintaining library - procedures	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, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.

DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE ENVIRONMENT *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: Organizing physical space to enable smooth flow	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.

DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
3b: Collaborating with teachers in the design of instructional units and lessons	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3c: Engaging students in enjoying literature and in learning information skills	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.

DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3d: Assisting students and teachers in the use of technology in the library/media center	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
3e: Demonstrating flexibility and responsiveness	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on practice	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b: Preparing and submitting reports and budgets	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
4c: Communicating with the larger community	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.

DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4d: Participating in a professional community	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.
4e: Engaging in professional development	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

APPENDIX E

ANNUAL SCHOOL COUNSELORS EVALUATION FORM

Name: _____

Position: _____

Date: _____

PLANNING AND PREPARATION	(0) Unsatisfactory	(2) Basic	(2) Proficient	(3) Distinguished
Component 1a: Demonstrating knowledge of counseling theory and techniques				
Component 1b: Demonstrating knowledge of child and adolescent development				
Component 1c: Establishing goals for the counseling program appropriate to the setting and the students served				
Component 1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
Component 1e: Planning the counseling program, integrated with the regular school program				
Component 1f: Developing a plan to evaluate the counseling program				

Comments: _____

Points Earned: _____

Total Possible Points 18

THE ENVIRONMENT	(0) Unsatisfactory	(1) Basic	(2) Proficient	(3) Distinguished
Component 2a: Creating an environment of respect and rapport				
Component 2b: Establishing a culture for productive communication				
Component 2c: Managing routines and procedures				
Component 2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school				
Component 2e: Organizing physical space				

Comments: _____

Points Earned: _____

Total Possible points 15

ANNUAL SCHOOL COUNSELORS EVALUATION FORM

Name:

Position:

Date:

DELIVERY OF SERVICE	(0) Unsatisfactory	(2) Basic	(4) Proficient	(6) Distinguished
Component 3a: Assessing student needs				
Component 3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of students needs				
Component 3c: Using counseling techniques in individual and classroom programs				
Component 3d: Brokering resources to meet needs				
Component 3e: Demonstrating flexibility and responsiveness				

Comments:

Points Earned: _____
Total Possible points 30

PROFESSIONAL RESPONSIBILITIES	(0) Unsatisfactory	(2) Basic	(2) Proficient	(3) Distinguished
Component 4a: Reflecting on practice				
Component 4b: Maintaining records and submitting them in a timely fashion				
Component 4c: Communicating with families				
Component 4d: Participating in a professional community				
Component 4e: Engaging in professional development				
Component 4f: Showing professionalism				

Comments:

Points Earned _____
Total Possible Points 18

ANNUAL SCHOOL COUNSELORS EVALUATION FORM

Name:

Position:

Date:

Evaluation Summary *for office use*

Percentage Score: _____

Total possible points (81)

0 to 42 percent	0-34 Unsatisfactory
43 to 59 percent	35-48 Basic
60 to 84 percent	49-68 Proficient
85 to 100 percent	69-81 Distinguished

ANNUAL SCHOOL COUNSELORS EVALUATION FORM

Name:

Position:

Date:

Signature Page

RATING: _____

Comments:

This evaluation has been discussed with me.

(check one) _____ I agree with its contents.

_____ I disagree with its contents.

Signature of Employee

Date

Signature of Evaluator

Date

APPENDIX F

DOMAIN 1 FOR SCHOOL COUNSELORS: PLANNING AND PREPARATION

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
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 consultations with students, parents, and colleagues.

DOMAIN 1 FOR SCHOOL COUNSELORS: PLANNING AND PREPARATION *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
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.

DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
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 throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
2c: Managing routines and procedures	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.

DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT *(continued)*

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
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.

DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Assessing student needs	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.
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	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.
3c: Using counseling techniques in individual and classroom programs	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE *(continued)*

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3d: Brokering resources to meet needs	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.
3e: Demonstrating flexibility and responsiveness	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.

DOMAIN 4 FOR SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on practice	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.
4b: Maintaining records and submitting them in a timely fashion	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.
4c: Communicating with families	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.

DOMAIN 4 FOR SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4d: Participating in a professional community	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.
4e: Engaging in professional development	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 are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	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.

APPENDIX G

CONWAY ANNUAL INSTRUCTIONAL SPECIALIST EVALUATION FORM (CAISE)

Name:

Position:

Date:

PLANNING AND PREPARATION	(0) Unsatisfactory	(1) Basic	(2) Proficient	(3) Distinguished
Component 1a: Demonstrating knowledge of current trends in specialty area and professional development				
Component 1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program				
Component 1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served				
Component 1d: Demonstrating knowledge of resources, both within and beyond the school and district				
Component 1e: Planning the instructional support program, integrated with the overall school program				
Component 1f: Developing a plan to evaluate the instructional support program				

Comments:

Points Earned: _____
Total Possible Points 18

THE ENVIRONMENT	(0) Unsatisfactory	(1) Basic	(2) Proficient	(3) Distinguished
Component 2a: Creating an environment of trust and respect				
Component 2b: Establishing a culture for ongoing instructional improvement				
Component 2c: Establishing clear procedures for teachers to gain access to instructional support				
Component 2d: Establishing and maintaining norms of behavior for professional interactions				
Component 2e: Organizing physical space for workshops or training				

Comments:

Points Earned: _____
Total Possible Points 15

CONWAY ANNUAL INSTRUCTIONAL SPECIALIST EVALUATION FORM

Name: _____

Position: _____

Date: _____

DELIVERY OF SERVICE	(0) Unsatisfactory	(2) Basic	(4) Proficient	(6) Distinguished
Component 3a: Collaborating with teachers in the design of instructional units and lessons				
Component 3b: Engaging teachers in learning new instructional skills				
Component 3c: Sharing expertise with staff				
Component 3d: Locating resources for teachers to support instructional improvement				
Component 3e: Demonstrating flexibility and responsiveness				

Comments: _____

Points Earned: _____
Total Possible points 30

PROFESSIONAL RESPONSIBILITIES	(0) Unsatisfactory	(3) Basic	(2) Proficient	(3) Distinguished
Component 4a: Reflecting on practice				
Component 4b: Preparing and submitting budgets and reports				
Component 4c: Coordinating work with other instructional specialists				
Component 4d: Participating in a professional community				
Component 4e: Engaging in professional development				
Component 4f: Showing professionalism, including integrity and confidentiality				

Comments: _____

Points Earned _____
Total Possible Points 18

CONWAY ANNUAL INSTRUCTIONAL SPECIALISTS EVALUATION FORM (CAISE)

Name:

Position:

Date:

Evaluation Summary *for office use*

Percentage Score: _____

Total possible points (81)

0 to 42 percent	0-34 Unsatisfactory
43 to 59 percent	35-48 Basic
60 to 84 percent	49-68 Proficient
85 to 100 percent	69-81 Distinguished

CONWAY ANNUAL INSTRUCTIONAL SPECIALIST EVALUATION FORM (CAISE)

Name:

Position:

Date:

Signature Page

RATING: _____

Comments:

This evaluation has been discussed with me.

(check one) _____ I agree with its contents.

_____ I disagree with its contents.

Signature of Employee

Date

Signature of Evaluator

Date

APPENDIX H

DOMAIN 1 FOR INSTRUCTIONAL SPECIALISTS: PLANNING AND PREPARATION

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge of current trends in specialty area and professional development	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served	Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.

DOMAIN 1 FOR INSTRUCTIONAL SPECIALISTS: PLANNING AND PREPARATION *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
1e: Planning the instructional support program, integrated with the overall school program	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.
1f: Developing a plan to evaluate the instructional support program	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 FOR INSTRUCTIONAL SPECIALISTS: THE ENVIRONMENT

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an environment of trust and respect	Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.
2b: Establishing a culture for ongoing instructional improvement	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
2c: Establishing clear procedures for teachers to gain access to instructional support	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

DOMAIN 2 FOR INSTRUCTIONAL SPECIALISTS: THE ENVIRONMENT *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2d: Establishing and maintaining norms of behavior for professional interactions	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Instructional specialist's efforts to establish norms of professional conduct are partially successful.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
2e: Organizing physical space for workshops or training	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

DOMAIN 3 FOR INSTRUCTIONAL SPECIALISTS: DELIVERY OF SERVICE

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Collaborating with teachers in the design of instructional units and lessons	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3b: Engaging teachers in learning new instructional skills	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
3c: Sharing expertise with staff	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.

DOMAIN 3 FOR INSTRUCTIONAL SPECIALISTS: DELIVERY OF SERVICE *(continued)*

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3d: Locating resources for teachers to support instructional improvement	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
3e: Demonstrating flexibility and responsiveness	Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 FOR INSTRUCTIONAL SPECIALISTS: PROFESSIONAL RESPONSIBILITIES

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on practice	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b: Preparing and submitting budgets and reports	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
4c: Coordinating work with other instructional specialists	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.

DOMAIN 4 FOR INSTRUCTIONAL SPECIALISTS: PROFESSIONAL RESPONSIBILITIES *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4d: Participating in a professional community	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
4f: Showing professionalism, including integrity and confidentiality	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

APPENDIX I

ANNUAL SCHOOL PSYCHOLOGISTS EVALUATION FORM

Name:

Position:

Date:

PLANNING AND PREPARATION	(0) Unsatisfactory	(3) Basic	(2) Proficient	(3) Distinguished
Component 1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students				
Component 1b: Demonstrating knowledge of child and adolescent development and psychopathology				
Component 1c: Establishing goals for the psychology program appropriate to the setting and the students served				
Component 1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
Component 1e: Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention				
Component 1f: Developing a plan to evaluate the psychology program				

Comments:

Points Earned: _____
Total Possible Points 18

THE ENVIRONMENT	(0) Unsatisfactory	(2) Basic	(4) Proficient	(6) Distinguished
Component 2a: Establishing rapport with students				
Component 2b: Establishing a culture for positive mental health throughout the school				
Component 2c: Establishing and maintaining clear procedures for referrals				
Component 2d: Establishing standards of conduct in the testing center				
Component 2e: Organizing physical space for testing of students and storage of materials				

Comments:

Points Earned: _____
Total Possible points 15

ANNUAL SCHOOL PSYCHOLOGISTS EVALUATION FORM

Name:

Position:

Date:

DELIVERY OF SERVICE	(0) Unsatisfactory	(2) Basic	(4) Proficient	(6) Distinguished
Component 3a: Responding to referrals; consulting with teachers and administrators				
Component 3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines				
Component 3c: Chairing evaluation team				
Component 3d: Planning interventions to maximize students' likelihood of success				
Component 3e: Maintaining contact with physicians and community mental health service providers				
Component 3f: Demonstrating flexibility and responsiveness				

Comments:

Points Earned: _____
Total Possible points 30

PROFESSIONAL RESPONSIBILITIES	(0) Unsatisfactory	(4) Basic	(2) Proficient	(3) Distinguished
Component 4a: Reflecting on practice				
Component 4b: Communicating with families				
Component 4c: Maintaining accurate records				
Component 4d: Participating in a professional community				
Component 4e: Engaging in professional development				
Component 4f: Showing professionalism				

Comments:

Points Earned _____
Total Possible Points 18

ANNUAL SCHOOL PSYCHOLOGISTS EVALUATION FORM

Name:

Position:

Date:

Evaluation Summary *for office use*

Percentage Score: _____

Total possible points (81)

0 to 42 percent	0-34 Unsatisfactory
43 to 59 percent	35-48 Basic
60 to 84 percent	49-68 Proficient
85 to 100 percent	69-81 Distinguished

ANNUAL SCHOOL PSYCHOLOGISTS EVALUATION FORM

Name:

Position:

Date:

Signature Page

RATING: _____

Comments:

This evaluation has been discussed with me.

(check one) _____ I agree with its contents.

_____ I disagree with its contents.

Signature of Employee

Date

Signature of Evaluator

Date

APPENDIX J

DOMAIN 1 FOR SCHOOL PSYCHOLOGISTS: PLANNING AND PREPARATION

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5–8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
1b: Demonstrating knowledge of child and adolescent development and psychopathology	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
1c: Establishing goals for the psychology program appropriate to the setting and the students served	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

DOMAIN 1 FOR SCHOOL PSYCHOLOGISTS: PLANNING AND PREPARATION *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist'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 psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: Developing a plan to evaluate the psychology program	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist'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.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 FOR SCHOOL PSYCHOLOGISTS: THE ENVIRONMENT

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Establishing rapport with students	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
2b: Establishing a culture for positive mental health throughout the school	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.
2c: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

DOMAIN 2 FOR SCHOOL PSYCHOLOGISTS: THE ENVIRONMENT *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2d: Establishing standards of conduct in the testing center	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and storage of materials	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

DOMAIN 3 FOR SCHOOL PSYCHOLOGISTS: DELIVERY OF SERVICE

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Responding to referrals; consulting with teachers and administrators	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
3c: Chairing evaluation team	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.

DOMAIN 3 FOR SCHOOL PSYCHOLOGISTS: DELIVERY OF SERVICE *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3d: Planning interventions to maximize students' likelihood of success	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3e: Maintaining contact with physicians and community mental health service providers	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
3f: Demonstrating flexibility and responsiveness	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 FOR SCHOOL PSYCHOLOGISTS: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on practice	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist'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.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
4b: Communicating with families	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
4c: Maintaining accurate records	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.

DOMAIN 4 FOR SCHOOL PSYCHOLOGISTS: PROFESSIONAL RESPONSIBILITIES *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4d: Participating in a professional community	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

APPENDIX K

ANNUAL SCHOOL THERAPEUTIC SPECIALIST EVALUATION FORM

Name: _____

Position: _____

Date: _____

PLANNING AND PREPARATION	(0) Unsatisfactory	(4) Basic	(2) Proficient	(3) Distinguished
Component 1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license				
Component 1b: Establishing goals for the therapy program appropriate to the setting and the students served				
Component 1c: Demonstrating knowledge of district, state, and federal regulations and guidelines				
Component 1d: Demonstrating knowledge of resources, both within and beyond the school and district				
Component 1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students				
Component 1f: Developing a plan to evaluate the therapy program				

Comments: _____

Points Earned: _____
Total Possible Points 18

THE ENVIRONMENT	(0) Unsatisfactory	(1) Basic	(2) Proficient	(3) Distinguished
Component 2a: Establishing rapport with students				
Component 2b: Organizing time effectively				
Component 2c: Establishing and maintaining clear procedures for referrals				
Component 2d: Establishing standards of conduct in the treatment center				
Component 2e: Organizing physical space for testing of students and providing therapy				

Comments: _____

Points Earned: _____
Total Possible points 15

ANNUAL SCHOOL THERAPEUTIC SPECIALIST EVALUATION FORM

Name: _____

Position: _____

Date: _____

DELIVERY OF SERVICE	(0) Unsatisfactory	(2) Basic	(4) Proficient	(6) Distinguished
Component 3a: Responding to referrals and evaluating student needs				
Component 3b: Developing and implementing treatment plans to maximize students' success				
Component 3c: Communicating with families				
Component 3d: Collecting information; writing reports				
Component 3e: Demonstrating flexibility and responsiveness				

Comments: _____

Points Earned: _____
Total Possible points 30

PROFESSIONAL RESPONSIBILITIES	(0) Unsatisfactory	(5) Basic	(2) Proficient	(3) Distinguished
Component 4a: Reflecting on practice				
Component 4b: Collaborating with teachers and administrators				
Component 4c: Maintaining an effective data-management system				
Component 4d: Participating in a professional community				
Component 4e: Engaging in professional development				
Component 4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality				

Comments: _____

Points Earned _____
Total Possible Points 18

ANNUAL SCHOOL THERAPEUTIC SPECIALIST EVALUATION FORM

Name:

Position:

Date:

Evaluation Summary *for office use*

Percentage Score: _____

Total possible points (81)

0 to 42 percent	0-34 Unsatisfactory
43 to 59 percent	35-48 Basic
60 to 84 percent	49-68 Proficient
85 to 100 percent	69-81 Distinguished

ANNUAL SCHOOL THERAPEUTIC SPECIALIST EVALUATION FORM

Name:

Position:

Date:

Signature Page

RATING: _____

Comments:

This evaluation has been discussed with me.

(check one) _____ I agree with its contents.

_____ I disagree with its contents.

Signature of Employee

Date

Signature of Evaluator

Date

APPENDIX L

DOMAIN 1 FOR THERAPEUTIC SPECIALISTS: PLANNING AND PREPARATION

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license	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.
1b: Establishing goals for the therapy program appropriate to the setting and the students served	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school 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.
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines	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.

DOMAIN 1 FOR THERAPEUTIC SPECIALISTS: PLANNING AND PREPARATION *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	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.
1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes 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.
1f: Developing a plan to evaluate the therapy program	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 FOR THERAPEUTIC SPECIALISTS: THE ENVIRONMENT

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Establishing 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 and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

DOMAIN 2 FOR THERAPEUTIC SPECIALISTS: THE ENVIRONMENT *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
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 of 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.

DOMAIN 3 FOR THERAPEUTIC SPECIALISTS: DELIVERY OF SERVICE

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Responding to referrals and evaluating student needs	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.
3b: Developing and implementing treatment plans to maximize students' success	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Communicating with families	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.

DOMAIN 3 FOR THERAPEUTIC SPECIALISTS: DELIVERY OF SERVICE *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3d: Collecting information; writing reports	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.
3e: Demonstrating flexibility and responsiveness	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.

DOMAIN 4 FOR THERAPEUTIC SPECIALISTS: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on practice	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only 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.
4b: Collaborating with teachers and administrators	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.
4c: Maintaining an effective data-management system	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.

DOMAIN 4 FOR THERAPEUTIC SPECIALISTS: PROFESSIONAL RESPONSIBILITIES *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4d: Participating in a professional community	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist 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.
4e: Engaging in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient 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.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.