

**LAMOILLE NORTH SUPERVISORY UNION
AND/OR
LAMOILLE NORTH SCHOOL DISTRICT
SUPERVISION AND EVALUATION PLAN**

EFFECTIVE DATE OF PLAN: AUGUST 1, 2018

**Lamoille Union High School
Green Mountain Technology & Career Center
Lamoille Union Middle School
Belvidere Central School
Cambridge Elementary School
Eden Central School
Hyde Park Elementary School
Johnson Elementary School
Waterville Elementary School**

TABLE OF CONTENTS

<u>TOPIC</u>	<u>PAGE #</u>
Cover Page	1
Table of Contents	2
Introduction and Components of Practice	3-5
Classroom Faculty Members	3
Library/Media Specialist	3
School Counselors	4
School Nurses	4
Special Educators	5
Differentiated Faculty Member Supervision and Evaluation System	6-12
Faculty Supervision and Evaluation Cycles	6-8
Goal Setting	8-9
Evaluation Components	9-10
Menu of Options	10-12
End of Year Documentation	12
Faculty Evaluation Flow Charts	13-16
New to the District	13
Veteran Faculty	14
Veteran Faculty – New to Assignment/Endorsement	15
Focused Plan of Assistance	16
Supervision and Evaluation Timeline	17
Faculty Annual Professional Development Growth Plan Template	18
Faculty Professional Development Goal End-of-Year Reflection – Summary of Goal Attainment Template	19-20
Formal Lesson Plan Template	21
Pre-Observation Planning Form Template	22
Post-Observation Planning Form Template	23
Formal Observation Written Report Template	24-25
Summative Evaluation Cover Page – Long Form	26-27
End of Year Summative Cover Sheet – Short Form	28
Focused Plan of Assistance Template	29-30
Focused Plan of Assistance Review Meeting Summary Document	31-32
Appendices/Rubrics	33

Differentiated Faculty Supervision and Evaluation System

Introduction

The Differentiated Faculty Supervision and Evaluation System is based on the work of Charlotte Danielson ([Enhancing Professional Practice: A Framework for Teaching](#), ASCD, 1996). The goal is to have the system fully implemented in the fall of 2018.

Components of Professional Practice

There are four domains within the Danielson model that make up the components of professional practice. Each domain has specific components as listed below:

Classroom Faculty Members

DOMAIN 1: Planning & Preparation

- 1a. Demonstrating Knowledge of Content & Pedagogy
- 1b. Demonstrating Knowledge of Students
- 1c. Selecting Instructional Goals
- 1d. Demonstrating Knowledge of Resources
- 1e. Designing Coherent Instruction
- 1f. Assessing Student Learning

DOMAIN 2: The Classroom Environment

- 2a. Creating an Environment of Respect & Rapport
- 2b. Establishing a Culture for Learning
- 2c. Managing Classroom Procedures
- 2d. Managing Student Behavior
- 2e. Organizing Physical space

DOMAIN 3: Instruction

- 3a. Communicating Clearly and Accurately
- 3b. Using Questioning & Discussion Techniques
- 3c. Engaging Students in Learning
- 3d. Providing Feedback to Students
- 3e. Demonstrating Flexibility & Responsiveness

DOMAIN 4: Professional Responsibilities

- 4a. Reflecting on Teaching
- 4b. Maintaining Accurate Records
- 4c. Communicating with Families
- 4d. Contributing to the School & District
- 4d. Growing & Developing Professionally
- 4f. Showing Professionalism

Library/Media Specialists

DOMAIN 1: Administration & Management

- 1a. Recognizes the critical role of information literacy within the overall curriculum.
- 1b. Maintains a physical environment that allows for intellectual growth & effective use of the resources.
- 1c. Develops and maintains a collection that meets curricular and personal needs of the school community.
- 1d. Organizes & provides materials for maximum accessibility.
- 1e. Prepares & administers budget according to needs and objectives.

DOMAIN 2: Instruction

- 2a. Promotes literacy & the enjoyment of literature.
- 2b. Provides support services & materials for faculty members.
- 2c. Exercises leadership & serves as a catalyst in the instructional program, providing varied services to students & staff.

DOMAIN 3: Communication & Outreach

- 3a. Works cooperatively with members of the school community.
- 3b. Promotes the resources & programs in the school and larger communities.

DOMAIN 4: Professional Growth & Responsibility

- 4a. Demonstrates professional growth.
- 4b. Supports full access to information.

Components of Professional Practice (continued)

School Counselors

DOMAIN 1: Consultation & Communication Skills

- 1a. Fosters constructive & respectful climate within the school.
- 1b. Works constructively with school personnel, parents & area resource in planning & developing programs that meet the needs of students.
- 1c. Makes appropriate referrals.
- 1d. Coordinates counseling & guidance services with other curricular & instructional programs.

DOMAIN 2: Counseling & Interpersonal Skills

- 2a. Demonstrates the knowledge & use of various counseling theories, techniques & procedures.
- 2b. Adheres to standards of practice regarding confidentiality & ethical standards.
- 2c. Provides information to promote student self-understanding & growth in individual, group & classroom settings.
- 2d. Assists parents & students in making appropriate educational plans & life decisions.
- 2e. Understands the principles of human growth & development.
- 2f. Understands & applies knowledge of diversity issues.
- 2g. Uses communication & conflict resolution skills effectively.

DOMAIN 3: Information & Program Management

- 3a. Maintains & uses relevant data.
- 3b. Maintains & distributes to students & parents information concerning curriculum offerings & other activities.
- 3c. Maintains skills to access & process pertinent computer information regarding students.
- 3d. Understands the basic concepts & principles of measurement & evaluation.
- 3e. Promotes & participates in aligning the Guidance Program with the mission of the school.
- 3f. Determines guidance priorities based on needs and plans tasks & activities accordingly.

DOMAIN 4: Professional Responsibilities

- 4a. Participates actively in school meetings.
- 4b. Demonstrates professionalism.
- 4c. Promotes positive relations between/within the school & community.
- 4d. Reflects on practice & sets appropriate professional goals.
- 4e. Contributes to the school, district & profession through service & participation in tasks & committees.
- 4f. Develops professionally through enhancement of content knowledge & pedagogical skills.

School Nurses

DOMAIN 1: Planning & Preparation

- 1a. Demonstrating knowledge of content & pedagogy
- 1b. Demonstrating high quality of care
- 1c. Demonstrating knowledge of students
- 1d. Demonstrating knowledge of resources
- 1e. Demonstrating current education/competency

DOMAIN 3: Instruction – Health Education

- 3a. Communicating clearly & accurately
- 3b. Providing information on health education
- 3c. Demonstrating flexibility & responsiveness
- 3d. Demonstrating health promotion

DOMAIN 2: Health Services Environment

- 2a. Creating an environment of respect
- 2b. Managing school health services
- 2c. Organizing physical space
- 2d. Managing procedures for health office

DOMAIN 4: Professional Responsibilities

- 4a. Collaborating with others
- 4b. Communicating with families
- 4c. Demonstrating collegiality
- 4d. Showing professionalism

Components of Professional Practice (continued)

Special Educators

DOMAIN 1: Comprehensive Evaluation/IEP Development

- 1a. Demonstrates knowledge of local, state & federal policies & regulations
- 1b. Demonstrates knowledge of characteristics of students with exceptionalities
- 1c. Demonstrates knowledge of assessment instruments and tools
- 1d. Communicates information regarding eligibility, program, policy & procedures
- 1e. Identifies & analyzes learning environments
- 1f. Applies an inter-disciplinary approach to evaluation & IEP development
- 1g. Demonstrates the use of multiple resources in the development of IEP's (e.g. standards)
- 1h. Demonstrates knowledge of various models for transitions

DOMAIN 3: Instruction, Support and Adaptation

- 3a. Uses effective, research-based instructional strategies & practices to meet the needs of individuals with specific disabilities in academic & non-academic areas
- 3b. Evaluates, selects, develops & adapts curriculum materials, supports & technology
- 3c. Plans, organizes & implements educational programs to develop independent & active learners
- 3d. Structures the educational environment to provide optimal learning opportunities
- 3e. Develops & implements behavior support plans

DOMAIN 2: Collaborative Consultation

- 2a. Collaborates with students, parents & professionals
- 2b. Demonstrates knowledge of collaborative consultation skills & creative problem solving
- 2c. Applies principles of interactive communication, group process & team building
- 2d. Establishes and maintains parent/professional relationships

DOMAIN 4: Professional Responsibilities

- 4a. Reflects on professional practice
- 4b. Maintains accurate records
- 4c. Grows & develops professionally
- 4d. Supervises & evaluates instructional assistants
- 4e. Contributes to school & district
- 4f. Shows professionalism

Differentiated Faculty Member Supervision and Evaluation System

Rationale: To promote continuous professional growth with the purpose of improving student learning.

Faculty members will be supervised and evaluated on the components for professional practice which are included in the four domains:

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

Evaluation Cycles

1. New to the District – Level I and/or Provisional License (Probationary)

For faculty members in their first two years of employment in the Lamoille School District who hold a Level I Probationary License or a Provisional License. This two-year evaluation process, with an optional year three, is designed to provide focused feedback to faculty within their first two years of employment in the district. During this evaluation process, faculty members will participate in:

Year One: Mentoring, Goal Setting, and two formal Administrative Observations.

Year Two: Mentoring, Goal Setting, and two formal Administrative Observations.

Year Three: This is optional and to be determined by the faculty member and his/her administrator/Evaluator.

After successful completion of this level and/or receipt of a Level II Professional License, the faculty member will move into the *Veteran Faculty* category.

2. New to the District – Level II Professional License (Probationary)

This category is for faculty members in their first two years of employment who hold a Level II Professional License. This two-year evaluation process is designed to provide focused feedback to experienced faculty within their first two years of employment in the district, while differentiating between the needs of a brand new (non-experienced) and veteran faculty member. During this evaluation process, faculty members will participate in:

Evaluation Cycles (continued)

New to the District – Level II Professional License (Probationary) – (continued)

Year One: Mentoring, Goal Setting, and two formal Administrative Observations.

Year Two: Mentoring (to be determined by the faculty member and his/her Administrator/Evaluator), Goal Setting, Selection from Menu of Options available under the *Veteran Faculty* category.

After successful completion of this level, the faculty member will move into the *Veteran Faculty* category.

3. Veteran Faculty

For faculty members who are past their first two (Probationary) years in the Lamoille School District and hold a Level II Professional License. This evaluation process includes yearly goal setting. All goals will be established collaboratively between the faculty member and the Administrator/Evaluator. Refer to the *Goal Setting* section of this document for specifics. Once every five (5) years, a veteran faculty member will participate in a formal Administrative Observation process. This will include two formal observations/evaluations (including pre and post observation conferences – as outlined in the *Administrative Observations/Evaluations* section of this document). During the years when a veteran faculty member is not involved in a formal Administrative Observation/Evaluation; as evidence to demonstrate progress towards meeting approved goals, a faculty member, in collaboration with his/her Administrator/Evaluator, may select from one or more of the following: Colleague/Team/Grade-Level Consultation; Action Research; Self-Directed/Self-Designed; or Peer Classroom Observations. Applicable selections will be noted on the faculty member's Goal Setting form and reviewed with the Administrator/Evaluator.

4. Veteran Faculty – New to Assignment/Endorsement

For faculty members who are new to their assignment, outside of their current grade clusters; Grades PreK-2; Grades 3-6; Grades 7-8; Grades 9-12; and/or new to endorsement.

Year One: Mentoring, Goal Setting, and two formal Administrative Observations.

Year Two: Mentoring (to be determined by the faculty member and his/her Administrator/Evaluator), Goal Setting, Selection from Menu of Options available under the *Veteran Faculty* category.

Evaluation Cycles (continued)

5. Focused Plan of Assistance

This category is for faculty members who have documented deficiencies in one or more areas of the faculty evaluation system. Deficiencies must be evidenced based (for example, but not limited to, Administrative/Evaluator Observations, lack of progress on annual goals). It is the sole discretion of the Administrator/Evaluator to place a faculty member on a Focused Plan of Assistance. Such placement can occur at any time during the school year and/or during the supervision and evaluation process. The goal of a Focused Plan of Assistance is to address area(s) of deficiency and to provide an opportunity and support for growth/improvement. Evidence-based need/deficiency will result in a minimum of one (1) Administrative Observation (to include a pre-observation conference and a post-observation conference). As a result of the Administrative Observation and prior documentation, it is the sole discretion of the Administrator/Evaluator to move the faculty member to a formal Focused Plan of Assistance.

Meetings to review progress will be held with the expectation that the faculty member provide documentation and/or evidence demonstrating progress toward meeting each of the required actions outlined in the Focused Plan of Assistance. Focused Plans of Assistance which are only partially met will continue into the following school year. Failure to comply with one or more of the requirements in the plan may result in immediate disciplinary action, up to and including, notice of non-renewal or recommendation for termination of employment.

Additionally, Administration may perform unscheduled formal or informal observations. Sometimes these observations could include the Principal, Assistant Principal, the Director of Curriculum, and/or the Director of Student Support Services. Others may be designated by Administration as long as they hold an Administrator license.

Goal Setting

All faculty members will participate in annual goal setting. Goals will be established collaboratively between the faculty member and Administrator/Evaluator. Faculty members will set a minimum of two (2) goals and a maximum of three (3) goals per year. One goal may be administrative directed.

Goals should relate to:

- The School's Action Plan/Continuous Improvement Plan
- The District's Strategic Action Plan/Continuous Improvement Plan
- Improvement of Student Learning/Improving Student Performance.

Goal Setting (continued)

Professional Goals are due to your Administrator/Evaluator by September 30th. Goals are to be submitted using one of the FACULTY PROFESSIONAL DEVELOPMENT GOAL(S) TEMPLATES. It is recommended that the template be completed and submitted electronically. Both the faculty member and the Administrator/Evaluator will sign off at the bottom of the template indicating approval of the goal(s) set. An End-of-the-Year Conference will be held between the faculty member and Administrator/Evaluator at which time one of the FACULTY PROFESSIONAL DEVELOPMENT GOAL(S) END OF THE YEAR – SUMMARY OF GOAL ATTAINMENT templates will be used. During the end-of-the-year meeting, the Administrator/Evaluator will indicate if each goal was achieved, not achieved, and whether it will be continued into the next school year. The end-of-the-year template, along with supporting evidence, will be collected by the Administrator/Evaluator (along with documentation from the applicable evaluation component) and submitted to the Superintendent of Schools by June 30th for his/her review and signature. Once reviewed by the Superintendent, said materials will be placed in the faculty member's personnel file in the District Office.

Choice of all templates/forms to be used is at the discretion of the Administrator/Evaluator.

Evaluation Components

Administrative/Evaluator Observations

For faculty members who are participating in an Administrative/Evaluator Observation, he/she will schedule, with his/her Administrator/Evaluator, two (2) formal observations. One Administrative/Evaluator Observation must occur during a session of direct instruction to students. The second observation may be in a context other than direct instruction to students if both the faculty member and Administrator/Evaluator agree. The faculty member and Administrator/Evaluator will agree upon a date and time for the observations. The Administrator/Evaluator has the right to determine/direct one of the two observations.

Administrative/Evaluator Observations will be preceded by a Pre-Observation Conference. Pre-Observation Conferences are to be scheduled at the convenience of both the faculty member and the Administrator/Evaluator.

Evaluation Components (continued)

In preparation for the Pre-Observation Conference, the faculty member is to complete one of the district's PRE-OBSERVATION PLANNING FORMS. In addition, the faculty member will provide to his/her Administrator/Evaluator a copy of the lesson plan for the session to be observed, copies of any applicable materials which will be distributed during the observation, and a copy of any formative and/or summative assessment tool(s) to be used either during the observation or directly thereafter to assess the overall impact of the lesson/session observed.

The Administrator/Evaluator will arrive a few minutes prior to the start of the session to be observed. The Administrator/Evaluator will conduct the formal observation for most of the session to be observed.

Unless mutually agreed upon by the faculty member and the Administrator/Evaluator, the first Administrative Observation must be completed on or before October 30th and the second observation must be completed on or before February 15th.

A Post-Observation Conference will be scheduled and conducted within five (5) days of each Administrator/Evaluator Observation. A written summary of each Administrative Observation will be provided to the faculty member no more than 12 school days after the post-observation conference. The format of the written summary will be consistent among and between schools and Administrators/Evaluators and follow one of the templates contained within this document.

Menu of Options

The Menu of Options is available for faculty members who are past their first two (Probationary) years and hold a Level II Professional License. As evidence to demonstrate progress towards meeting approved goals, a faculty member, in collaboration with his/her Administrator/Evaluator, may select from one or more of the following: Colleague/Team/Grade-Level Consultation; Action Research; Self-Directed/Self-Designed; and Peer Observations. A Menu Option Proposal Form is to be completed by the faculty member and submitted to his/her Administrator/Evaluator for review and approval. This form will be updated throughout the course of the school year.

Menu of Options (continued)

Action Research

Action research is a form of investigation designed for use by faculty to attempt to solve problems and improve professional practices in their own classrooms. It involves systemic observations and data collection that can then be used by the practitioner-researcher in reflection, decision-making and the development of more effective classroom strategies. Parsons and Brown (2002)

Action research is a natural part of teaching. Teachers are continually observing students, collecting data, and changing practices to improve student learning and the classroom and school environment. Action research provides a framework that guides the energies of teachers toward a better understanding of why, when, and how students become better learners. A. Christine Miller (2007)

Six Phases of Action Research

1. Selecting an area of focus: identifying an area of interest; focus on students; look at both immediate and cumulative effects.
2. Collecting data: collect existing archival data; use additional multiple data sources; collect data regularly; promote collective ownership of data; monitor data collection.
3. Organizing data: count instances, events, and artifacts; display data in tables and charts; arrange data by classroom, grade level, and school; organize for analysis.
4. Analyzing and interpreting data: analyze and question the data as a professional collective; decide what can be celebrated and what needs attention; determine priority area(s) for action.
5. Studying professional literature: identify professional literature that relates to or matches the interest; gather research reports, research syntheses, articles, videotapes, etc.; analyze and interpret the materials for understanding and action; determine the most promising actions.
6. Taking action: combine data analysis with that from professional literature; select best options for action; craft short- and long-term action plans; implement some actions immediately.

Colleague/Team/Grade Level Consultation

Two or more teachers mutually agree to share responsibility for achieving defined goals. Participants will focus their consultations on identified goals to promote individual growth, school-based goals, and/or district-wide goals/initiatives.

Menu of Options (continued)

Self-Directed/Self-Designed

The Self-Directed/Self-Designed component is intended to address the needs of teachers who wish to enhance their personal and professional development by focusing on areas of interest and engaging in several highly reflective individualized activities.

Peer Classroom Observations

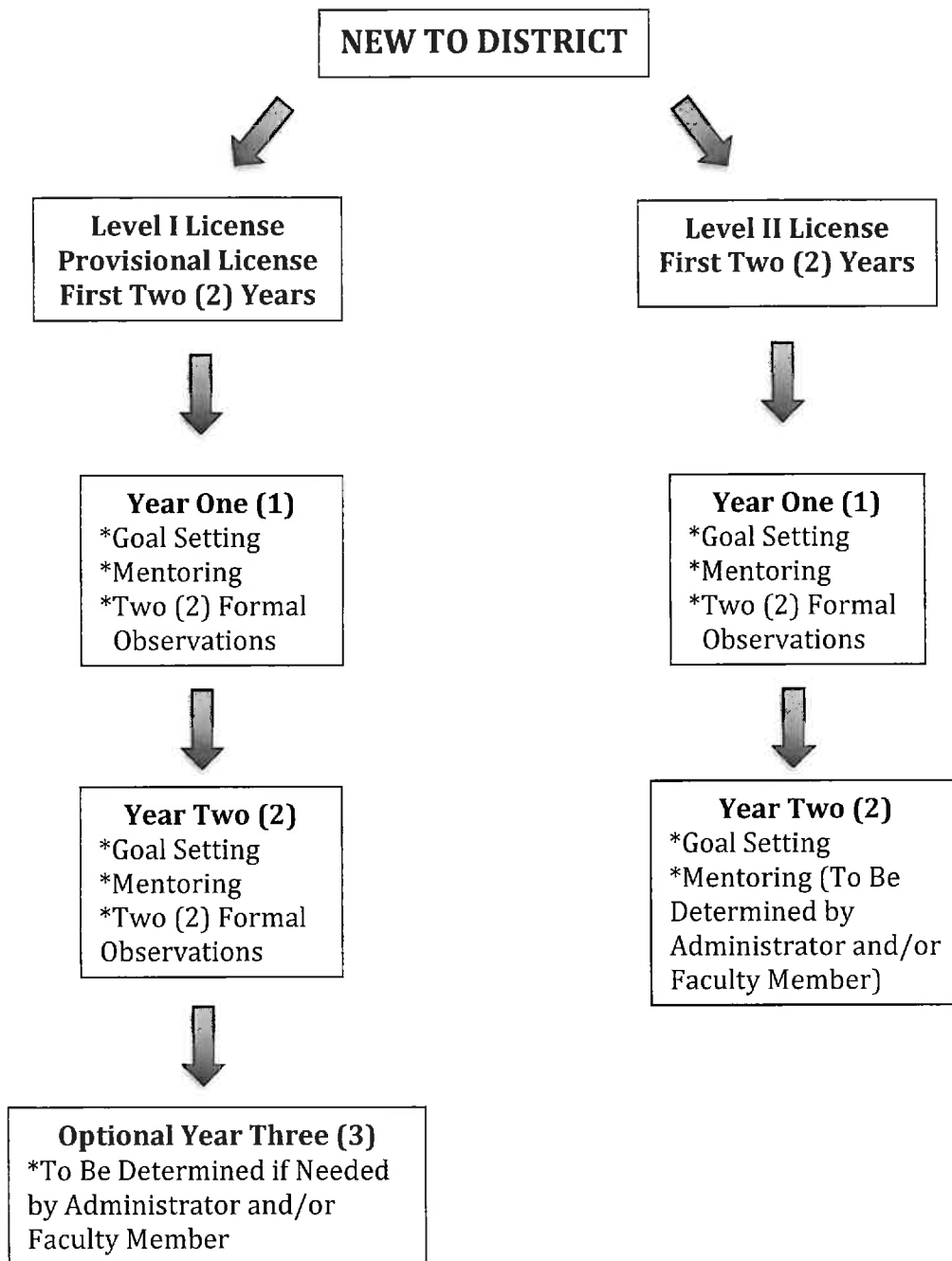
A faculty member who elects this option will identify a minimum of one (1) colleague and a maximum of four (4) colleagues to complete the peer observations. The faculty member will identify the colleague(s) and focus their observations specifically on one or more of the faculty members' established and approved professional development goals.

End of the Year Documentation

It is the responsibility of each faculty member to work in consultation with his/her Administrator/Evaluator to ensure that the proper documentation is forwarded to the Superintendent of Schools for his/her review and to ensure that said documentation is then filed in the faculty member's personnel file in the district office. Each Administrator/Evaluator will complete an END-OF-THE-YEAR SUMMATIVE COVER SHEET and work with faculty members to ensure the correct forms and applicable documentation are received, signed, and forwarded to the Superintendent of Schools. Faculty members and Administrators/Evaluators will select from the following:

- Completed Faculty Professional Development Goal(s) Template
- Completed Faculty Professional Development Goal(s) – End-of-Year Summary of Goal Attainment
- Peer Observation(s)
- Administrative/Evaluator Observation Signed Summaries
- Focused Plan of Assistance
- Other: _____

SUPERVISION AND EVALUATION FLOW CHART



SUPERVISION AND EVALUATION FLOW CHART

VETERAN FACULTY



To Be Included EACH YEAR of the Evaluation Process:

- *Goal Setting
- *Every five (5) years –
Participate in two (2) formal
observations/evaluations
- *When not participating in a
formal observation, select
from the Menu of Options



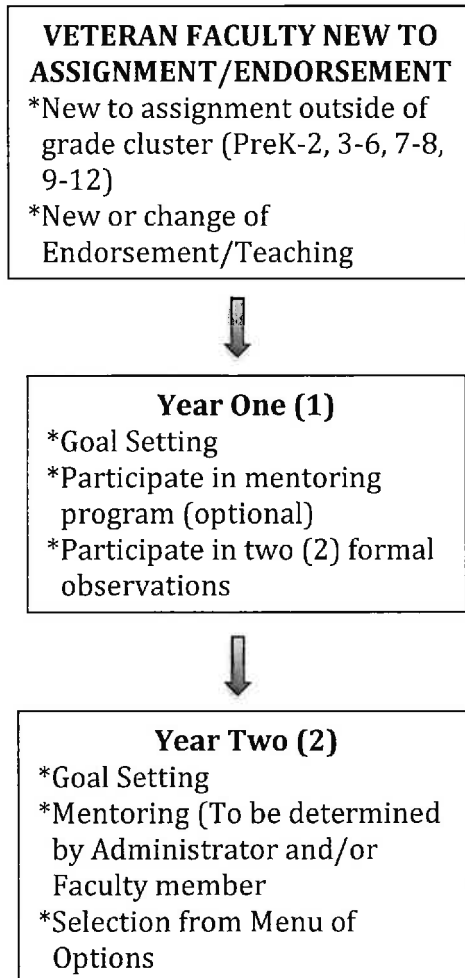
Menu of Options

- *Options to include as
evidence to document
completion and/or progress
towards completing
approved goal(s)
- *To be mutually agreed upon
between the faculty member
and his/her
Administrator/Evaluator

Example Menu of Options:

- *Action Research
- *Colleague/Team/Grade-
Level Consultation
- *Self-Directed/Self-Designed
- *Peer Observations

SUPERVISION AND EVALUATION FLOW CHART



SUPERVISION AND EVALUATION FLOW CHART

FOCUSED PLAN OF ASSISTANCE

- *Need must be evidence based
- *Faculty member must provide evidence demonstrating progress to meet any deficiencies
- *Evidence-based need results in a minimum of one (1) Administrative Observation (to include a pre- and post-conference)
- *Administrator (with input from the faculty member) to determine "class" to be observed
- *Length of time to be determined by Administrator
- *Focus on identified/deficient area(s)
- *Contain clear goals and due dates
- *Goal of a Focused Plan of Assistance is to provide opportunity and support for growth/improvement

SUPERVISION AND EVALUATION TIMELINE

	New to the District Level I and/or Provisional License (Probationary)	New to the District Level II Professional License (Probationary)	Veteran Faculty	Veteran Faculty New to Assignment/Endorsement
Goal Setting Faculty Member Completes and Submits FACULTY PROFESSIONAL DEVELOPMENT GOAL(S) TEMPLATE	Due September 30th	Due September 30 th	Due September 30th	Due September 30th
Formal Observation #1	Due by November 30th	Due by November 30 th	Due by November 30th	Due by November 30th
Formal Observation #2	Due by February 15th	Due by February 15th	Due by February 15th	Due by February 15th
FACULTY PROFESSIONAL DEVELOPMENT GOAL(S) END-OF-THE YEAR SUMMARY OF GOAL ATTAINMENT	Due from each faculty member to his/her administrator by the end of May	Due from each faculty member to his/her administrator by the end of May	Due from each faculty member to his/her administrator by the end of May	Due from each faculty member to his/her administrator by the end of May
END-OF-THE-YEAR SUMMATIVE COVER SHEET	Due from the faculty member's administrator to the Superintendent of Schools by June 30th	Due from the faculty member's administrator to the Superintendent of Schools by June 30 th	Due from the faculty member's administrator to the Superintendent of Schools by June 30th	Due from the faculty member's administrator to the Superintendent of Schools by June 30th

FACULTY ANNUAL PROFESSIONAL DEVELOPMENT GROWTH PLAN

Faculty Member Name:
Teaching Assignment/Role:
Administrator/Evaluator:
Date:

Goal #____

Goal #____

What baseline data or information do you have that indicated a need for this goal?

Lamoille School District domain(s) your goal is connected to:

____Domain 1, Section(s):
____Domain 2, Section(s):
____Domain 3, Section(s):
____Domain 4, Section(s):

School/District Improvement Plan/Action Plan connection (to be adjusted according to each school's plan):

____Proficiency-Based Learning (Performance Indicators & Learning Targets, Transferable Skills, Habits of Work, Learning Progressions, Learning Scales, Student Feedback, Student-Led Conferences/Exhibitions, Performance Task Development, Common Assessment/Calibration, Grading & Reporting, Common Unit Development, etc.)
____Personalized Learning Plans (Google, Schoology, Power School, Facilitation, Action Research, etc.)
____Multi-Tiered System of Supports (MTSS), Progress Monitoring
____School Culture (World of Difference Anti-bias Program, School Council, PBIS, etc.)
____Data, Analysis & Interpretation, Implementation, Examining Student Work, Protocol Use, Formative & Summative Assessments, etc.

What specific changes do you hope to accomplish in your practice as a result of this goal?
What student outcomes do you hope to impact with this goal? How will it increase student learning or improve student achievement?

What evidence will you collect to determine if you were successful in accomplishing this goal?
(This is evidence that you will present, document, and speak to during the end-of-the-year summative reflection meeting.)

Faculty Member's Signature:

Date:

Administrator/Evaluator Signature:

Date:

**FACULTY PROFESSIONAL DEVELOPMENT GOAL(S)
END-OF-THE-YEAR REFLECTION – SUMMARY OF GOAL ATTAINMENT**

Faculty Member's Name:

Date:

Teaching Assignment/Role:

Administrator/Evaluator:

Professional Development Goal(s) # _____ :

What were your intended outcomes?

What activities/actions were taken to address this professional development goal?
What was your proposed timeline for each activity/action?

What evidence have you collected to document completion of this professional development goal? What information did you obtain when comparing baseline data with the current data?

What strategies did you use – what worked, what didn't, and what would you do differently?

How has your professional development goal impacted your work? Do you plan changes in your practice as a result of this goal?

How has your professional development goal impacted student learning/achievement? Did your outcomes increase student learning or improve student achievement?

Summary:

(To be decided by both faculty member and Administrator. Check and initial.)

☐ Goal Achieved

☐ Goal Not Achieved

☐ Continue Goal Next School Year

Faculty Member's Signature:

Date:

Administrator/Evaluator Signature:

Date:

FORMAL LESSON PLAN TEMPLATE
(Must be submitted prior to formal observation)

Faculty Member Name:

Teaching Assignment:

Date Lesson Plan Written:

Date of Planned Observation:

Time of Planned Observation:

Administrator/Evaluator:

Lesson Plan for Observation: ____1 ____2 ____3

Title/Topic of Lesson:

Content Area Addressed:

Grade Level:

Student Information

of students in class:

of students on IEP's:

of students on 504 Plans:

of students on EST Plans:

Goal of the Lesson:

Lesson Objectives:

Standards Addressed:

Instructional Methods, Activities, and Materials:

How will you bring closure to the lesson?

Assessment of Learning - How will you assess whether the lesson was successful and whether or not the students understood the concepts you were presenting?

PRE-OBSERVATION PLANNING FORM

Note: Your formal lesson plan must be submitted to the person observing your lesson prior to the pre-observation conference.

Faculty Member's Name:

Administrator/Evaluator:

Date of Formal Lesson/Observation:

Observation # ____1 ____2 ____3

Context:

Class (Grade: ____; Subject: ____; Time/Block/Period: ____)

____ Meeting – State type of meeting: ____

____ Other – Explain: ____

Please respond to each of the following questions concerning the lesson/context to be observed.

1. What is/are the goal(s)/objective(s) of the context to be observed? (If a classroom observation, please include the Common Core State Standard(s) to be addressed.)
2. Who are the members attending the context to be observed? (If a classroom observation, please include the number of students, the number of students on IEP's, 504's, para-educators or other adults who will be present during the observation.)
3. What activities will you be using to engage the context participants? What resources and materials will you be using? (Please provide a copy of materials to be used during the observation.)
4. How will you assess the effectiveness and engagement of the context being observed? (Please provide a copy of any formative and/or summative assessment tool to be used.)
5. If applicable, how will you modify/differentiate your presentation to meet the various learning/participation needs of the context participants?

Note: Please provide copies of materials to be used during the observation, and formative and summative assessment(s) to be used.

POST-OBSERVATION PLANNING FORM

Note: Please answer the questions below prior to the post-observation conference and bring this form and any evidence available with you to the meeting or submit in advance to the Administrator/Evaluator. Evidence should demonstrate lesson effectiveness, impact of planning, activities used, assessment data, etc.

Faculty Member's Name:

Administrator/Evaluator:

Date of Formal Lesson/Observation:

Observation # ____1 ____2 ____3

Context:

Class (Grade: ____; Subject: ____; Time/Block/Period: ____)

____ Meeting – State type of meeting: ____

____ Other – Explain: ____

Questions specific to the observed lesson:

1. What was your goal for the lesson? Did you communicate the goal of the lesson to your students? Do you feel the goal was accomplished?
2. Did the lesson go as planned? What worked well? What would you have done differently? Was the learning objective met?
3. How did this lesson compare to the previous lessons? How will this lesson be reinforced in future lessons?
4. Did the classroom environment engage all students in learning? What questioning and discussion strategies were used?
5. How will you use the results of any assessments/homework/projects to guide your instruction? What other types of data do you collect (surveys, student work, artifacts, video observations, etc.)? What student work will be collected and assessed by the end of the unit?

Formal Observation Written Report Template

Faculty Member's Name:

Date of Observation:

Observation #: ____1 ____2 ____3

PART ONE

Context:

____ Class - Grade: ____; Subject: ____; Time/Block/Period: ____

____ Meeting – State type of meeting: ____

____ Other – Explain: ____

Administrator/Evaluator Observations:

Lesson Topic/Agenda:

Goals/Objectives:

Standards Addressed:

Opening/Introduction:

Activities:

Closing/Conclusion:

Assessments Used/To Be Used:

Highlights/Impression (Commendations/Recommendations):

Formal Observation Written Report Template

PART II

Impact/Interpretation:

Select which COMPONENT OF PROFESSIONAL PRACTICE was used to complete this Administrative Observation. Attach a completed rubric for each of the domains observed.

- ☐ Classroom Faculty Member
- ☐ Library/Media Specialist
- ☐ School Counselor
- ☐ School Nurse
- ☐ Special Educator

Overall Performance:

- ☐ Unsatisfactory
- ☐ Basic
- ☐ Proficient
- ☐ Distinguished

Faculty Member's Signature*:

Date:

Administrator's Signature:

Date:

*Faculty member signature indicates that the faculty member has received and read the observation report; not necessarily that the faculty member agrees with the content of the document. A faculty member may write a response and request that such response be included in the personnel file.

SUMMATIVE EVALUATION COVER PAGE
(Long Form - To be used during Formal Observation Years)

Faculty Member Name:

Date:

School:

Administrator/Evaluator:

Teaching Assignment/Role:

Attachments: Please attach the following documents to this summative evaluation:

- *Faculty Member's Annual Professional Development Growth Plan (Goals/Reflection)*
- *All Formal Observation Written Reports*
- *Focused Plan of Assistance (if applicable)*

Summative Determination:

Annual Professional Development Growth Plan

____ This faculty member has satisfactorily completed their Professional Development Growth Plan and has been granted permission to create a new plan. If there are notes regarding the next plan, they are as follows:

____ This faculty member has not completed their Professional Development Growth Plan and the following actions are required:

Formal Evaluation Cycle (if applicable)

____ This faculty member was formally observed this year and the overall performance was:

- ____ Unsatisfactory
- ____ Basic
- ____ Proficient
- ____ Distinguished

SUMMATIVE EVALUATION COVER PAGE (Long Form - continued)

Per this Summative Evaluation, *the faculty member will be placed in the following supervision and evaluation cycle for the next school year:*

_____ 1. New to District – Level I/Provisional (Probationary)

_____ Year 1 (Formal)

_____ Year 2 (Formal)

_____ Year 3 (Formal - Optional)

_____ 2. New to District – Level II Professional License (Probationary)

_____ Year 1 (Formal)

_____ Year 2 (Formal)

_____ 3. Veteran Faculty

_____ Year 1 (Menu of Options)

_____ Year 2 (Menu of Options)

_____ Year 3 (Menu of Options)

_____ Year 4 (Menu of Options)

_____ Year 5 (Formal)

_____ 4. Veteran Faculty – New to Assignment/Endorsement

_____ Year 1 (Formal)

_____ Year 2 (Formal - Optional)

_____ 5. Focused Plan of Assistance

Faculty Member's Signature*:

Date:

Administrator's Signature:

Date:

Superintendent's Signature:

Date:

*Faculty member's signature indicates that the teacher has received and read the Summative Evaluation; not necessarily that the faculty member agrees with the content of the document. A faculty member may write a response and request that such response be included in their personnel file.

End of Year Summative Cover Sheet - Short Form
(To be completed by Administration at the end of the school year verifying completion of Annual Goals. Typically used for veteran faculty during the years where there is no formal observation required.)

Faculty Member's Name:

Administrator:

School Year:

School:

Position:

Evaluation Cycle for Next Year: Check which evaluation cycle the faculty member will be in for the next school year.

_____ 1. New to District – Level I/Provisional (Probationary)

_____ Year 1 (Formal)

_____ Year 2 (Formal)

_____ Year 3 (Formal - Optional)

_____ 2. New to District – Level II Professional License (Probationary)

_____ Year 1 (Formal)

_____ Year 2 (Formal)

_____ 3. Veteran Faculty

_____ Year 1 (Menu of Options)

_____ Year 2 (Menu of Options)

_____ Year 3 (Menu of Options)

_____ Year 4 (Menu of Options)

_____ Year 5 (Formal)

_____ 4. Veteran Faculty – New to Assignment/Endorsement

_____ Year 1 (Formal)

_____ Year 2 (Formal - Optional)

_____ 5. Focused Plan of Assistance

Documentation (Check all that apply):

____ Completed Faculty Professional Development Goal(s) Template

____ Completed Faculty Professional Development Goal(s) – End-of-the-Year
Summary of Goal Attainment

____ Administrative Observation(s) signed Summaries (if applicable)

____ Focused Plan of Assistance

____ Other:

Faculty Member's Signature:

Date:

Administrator's Signature:

Date:

Superintendent's Signature:

Date:

(The indicated documentation & this cover sheet will be placed in your personnel file in the District Office)

Focused Plan of Assistance

Faculty Member's Name:

Administrator:

School Year:

School:

Subject/Grade/Assignment:

Starting Date of Plan:

Review Date of Plan:

Rationale for Plan - Summary of Deficiency Area(s):

1. Area of Deficiency (complete a separate chart/form for each area of deficiency):

2. Steps to be taken to address the area of deficiency:

3. Required documentation:

4. Resources:

5. Expected Outcomes:

6. Due/Review Dates:

Focused Plan of Assistance - Review Meeting Date(s) and Expected Outcomes:

Review/Meeting Date(s): (Use a separate row for each review/ meeting date)	Expected Outcome(s): (Include specific details of expected outcomes, Documents required, etc. List each expected outcome per review/meeting date)

Your signature below indicates that you have received and reviewed this Focused Plan of Assistance. Your signature does not necessarily indicate agreement with its content. A copy of this plan will be placed in the faculty member's personnel file in the District Office.

Faculty Member's Signature:

Date:

Administrator's Signature:

Date:

Superintendent's Signature:

Date:

Failure to comply with one or more required actions in this plan may result in a continuation of all or part of the plan and/or disciplinary actions, up to and including, a notice of non-renewal or recommendation for termination of employment.

**Focused Plan of Assistance
Review Meeting Summary Document – Part 1**

Faculty Member's Name:

Administrator:

School Year:

School:

Subject/Grade/Assignment:

Date of Review Meeting:

Meeting Participants:

Area of Deficiency (complete a separate chart/form for each area of deficiency):

Steps to be taken to address the area of deficiency:

Required documentation:

Resources:

Expected Outcomes:

Meeting Notes and Results:

**Focused Plan of Assistance
Review Meeting Summary Document – Part II**

Area of Deficiency (Complete a separate form for each area of deficiency):
Steps Taken to Address Area of Deficiency:
Outcome ___ Area of Deficiency Satisfactorily Addressed ___ Continue with Focused Plan of Action for this Deficiency Area. A Revised Plan is to be written ___ Area of Deficiency Unsatisfactorily Addressed. Recommendation for Non-renewal of Contract

Comments:

Your signature below indicates that you have received and reviewed this Focused Plan of Assistance. Your signature does not necessarily indicate agreement with its content. A copy of this plan will be placed in the faculty member's personnel file in the District Office.

Faculty Member's Signature:

Date:

Administrator's Signature:

Date:

Superintendent's Signature:

Date:

Failure to comply with one or more required actions in this plan may result in a continuation of all or part of the plan and/or disciplinary actions, up to and including, a notice of non-renewal or recommendation for termination of employment.

COMPONENTS OF PROFESSIONAL PRACTICE

Classroom Faculty Members

DOMAIN 1: Planning and Preparation

- 1a: Demonstrating Knowledge of Content and Pedagogy**
 - Knowledge of content
 - Knowledge of prerequisite relationships
 - Knowledge of content-related pedagogy
- 1b: Demonstrating Knowledge of Students**
 - Knowledge of characteristics of age group
 - Knowledge of students' varied approaches to learning
 - Knowledge of students' skills and knowledge
 - Knowledge of students' interests and cultural heritage
- 1c: Selecting Instructional Goals**
 - Value
 - Clarity
 - Suitability for diverse students
 - Balance
- 1d: Demonstrating Knowledge of Resources**
 - Resources for teaching
 - Resources for students
- 1e: Designing Coherent Instruction**
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
- 1f: Assessing Student Learning**
 - Congruence with instructional goals
 - Criteria and standards
 - Use for planning

DOMAIN 2: The Classroom Environment

- 2a: Creating an Environment of Respect and Rapport**
 - Faculty member interaction with students
 - Student interaction
- 2b: Establishing a Culture for Learning**
 - Importance of content
 - Student pride in work
 - Expectations for learning and achievement
- 2c: Managing Classroom Procedures**
 - Management of instructional groups
 - Management of transitions
 - Management of materials and supplies
 - Performance of non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d: Managing Student Behavior**
 - Expectations
 - Monitoring of student behavior
 - Response to Student misbehavior
- 2e: Organizing Physical Space**
 - Safety and arrangement of furniture
 - Accessibility to learning and use of physical resources

DOMAIN 4: Professional Responsibilities

- 4a: Reflecting on Teaching**
 - Accuracy
 - Use in future teaching
- 4b: Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning
 - Noninstructional records
- 4c: Communicating with Families**
 - Information about the instructional program
 - Information about individual students
 - Engagement of families in the instructional program
- 4d: Contributing to the School and District**
 - Relationships with colleagues
 - Service to the school
 - Preparation in school and district projects
- 4e: Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Service to the profession
- 4f: Showing Professionalism**
 - Service to students
 - Advocacy
 - Decision making

DOMAIN 3: Instruction

- 3a: Communicating Clearly and Accurately**
 - Directions and procedures
 - Oral and written language
- 3b: Using Questioning and Discussion Techniques**
 - Quality of questions
 - Discussion techniques
 - Student participation
- 3c: Engaging Students in Learning**
 - Representation of content
 - Activities and assignments
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing
- 3d: Providing Feedback to Students**
 - Quality: accurate, substantive, constructive and specific
 - Timeliness
- 3e: Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment
 - Response to Students
 - Persistence

Enhancing Professional Practice: A Framework For Teaching, Charlotte Danielson, ASCD, 1996

Feedback Form - Classroom Faculty Member

Teacher:

Grade level:

Subject:

Observer:

Date:

Domain 1: Planning and Preparation				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Knowledge of Content and Pedagogy	Faculty member displays little understanding of subject or structure of the discipline, or of content-related pedagogy.	Faculty member's content and pedagogical understanding represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Faculty member demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Faculty member's instructional practices reflect current pedagogical knowledge.	Faculty member's knowledge of the content and pedagogy are extensive, showing evidence of a continuing search for improved practice. Faculty member actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating Knowledge of students	Faculty member makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests, and does not use such information in planning.	Faculty member demonstrates partial knowledge of students' backgrounds, skills, and interests, and attempts to use this knowledge in planning for the class as a whole.	Faculty members demonstrates thorough knowledge of student' backgrounds, skills, and interests and uses this knowledge to plan for groups of students.	Faculty member demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning.
1c: Selecting Instructional Goals	Faculty member's goals represent trivial learning, are unsuitable for students or are stated only as instructional activities, and do not permit viable methods of assessment.	Faculty member's goals are of moderate value or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Faculty member's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Faculty member's goals represent high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.
1d: Demonstrating knowledge of Resources	Faculty member is unaware of school or district resources available either for teaching or for students who need them.	Faculty member displays limited awareness of school or district resources available either for teaching or for students who need them.	Faculty member is fully aware of school and district resources available for teaching and knows how to gain access to school and district resources for students who need them.	Faculty member seeks out resources for teaching in professional organizations and in the community, and is aware of resources available for student who need them, in the school, district, and the larger community.
1e. Designing Coherent Instruction	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Faculty member's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure.	All elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Faculty member's lesson or unit is highly coherent and has a clear structure.
1f: Assessing Student Learning	Faculty member's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with instructional goals. Faculty member has no plans to use assessment results in designing future instruction.	Faculty member's plan for student assessment is partially aligned with instructional goals and includes criteria and standards that are not entirely clear or understood by students. Faculty member uses assessment to plan for future instructions for the class as a whole.	Faculty member's plan for student assessment is aligned with instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Faculty member uses assessment to plan for groups of students or individuals.	Faculty member's plan for student assessment is fully aligned with instructional goals, containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Faculty member's students monitor their own progress in achieving goals.

Feedback Form - Classroom Faculty Member

Teacher:
Grade level:

Subject:

Observer:
Date:

Domain 2: The Classroom Environment				
Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating and Environment of Respect & Rapport	Classroom interactions, both between the faculty member and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.
2b: Establishing a Culture for Learning	The classroom does not represent a culture of learning and is characterized by low faculty member commitment to the subject, low expectations for student achievement, and little pride in student work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little faculty member commitment to the subject, and little student pride in work. Both faculty member and students are performing at a minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of faculty member and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture of learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Faculty member demonstrates a passionate commitment to the subject.
2c: Managing classroom procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss on instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
2d: Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Faculty member makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Faculty member is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Faculty member's monitoring of student behavior is subtle and preventive, and faculty member's response to student misbehavior is sensitive to individual needs.
2e: Organizing Physical Space	Faculty member makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between furniture arrangement and lesson activities.	Faculty member's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports learning activities.	Faculty member's classroom is safe, and learning is accessible to all students; faculty member uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	The classroom is safe, and students contribute to ensuring that the physical environment supports the learning of students.

Feedback Form - Classroom Faculty Member

Teacher:
Grade level:

Subject:

Observer:
Date:

Domain 3: Instruction				
Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating Clearly and Accurately	Faculty member's oral and written communication contains errors or is unclear or inappropriate to students.	Faculty member's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.	Faculty member communicates clearly and accurately to students, both orally and in writing.	Faculty member's oral and written communication is clear and expressive, anticipating possible student misconceptions.
3b: Using Questioning and Discussion Techniques	Faculty member makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Faculty member's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion and moderate student discussion.	Faculty member's use of questioning and discussion techniques reflects high-level questions, true discussion and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
3c: Engaging Students In Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content or uneven structure or pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
3d: Providing Feedback to Students	Faculty member's feedback to students is of poor quality and is not given in a timely manner.	Faculty member's feedback to students is uneven, and its timeliness is inconsistent.	Faculty member's feedback to students is timely and of consistently high quality.	Faculty member's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
3e: Demonstrating Flexibility and Responsiveness	Faculty member adheres to the instructional plan, in spite of poor student understanding or students' lack of interest, and fails to respond to student questions; faculty member assumes no responsibility for students' failures to understand.	Faculty member demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students.	Faculty member seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Faculty member is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Feedback Form - Classroom Faculty Member

Teacher:

Grade level:

Subject:

Observer:

Date:

Domain 4: Professional Responsibilities				
C	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	Faculty member does not reflect accurately on the lesson or propose ideas as to how it might be improved.	Faculty member's reflection on the lesson is generally accurate, and faculty member makes global suggestions as to how it might be improved.	Faculty member reflects accurately on the lesson, citing general characteristics. Faculty member makes some specific suggestions about how it might be improved.	Faculty member's reflection on the lesson is highly accurate and perceptive, citing specific examples. Faculty member draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining Accurate Records	Faculty member has no system for maintaining accurate records, resulting in errors and confusion.	Faculty member's system for maintaining accurate records is rudimentary and only partially effective.	Faculty member's system for maintaining accurate records is efficient and effective.	Faculty member's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
4c: Communicating with Families	Faculty member provides little or no information to families and makes no attempt to engage them in the instructional program.	Faculty member complies with school procedures for communicating with families and makes an effort to engage families in the instructional program.	Faculty member communicates frequently with families and successfully engages them in the instructional program.	Faculty member communicates frequently and sensitively with families and successfully engages them in the instructional program; students participate in communicating with families.
4d: Professional Responsibilities	Faculty member's relationships with colleagues are negative or self-serving, and faculty member avoids being involved in school and district projects.	Faculty member's relationships with colleagues are cordial, and faculty member participates in school and district events and projects when specifically requested.	Faculty member participates actively in school and district projects, and maintains positive relationships with colleagues.	Faculty member makes a substantial contribution to school and district events and projects, assuming leadership with colleagues.
4e: Growing and Developing Professionally	Faculty member does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Faculty member participation in professional development activities limited to those that are convenient.	Faculty member participates actively in professional development activities and contributes to the profession.	Faculty member makes a substantial contribution to the profession through such activities as action research and mentoring new faculty members, and actively pursues professional development.
4f: Showing Professionalism	Faculty member's sense of professionalism is low, and faculty member contributes to practices that are self-serving or harmful to students.	Faculty member's attempts to serve students based on information are genuine but inconsistent.	Faculty member makes genuine and successful efforts to ensure that all students are well served by the school.	Faculty member assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in school.

Components of Professional Practice Library/Media Specialists

DOMAIN 1:

Administration and Management

- 1: Recognizes the critical role of information literacy within the overall curriculum.**
- Develops short and long-range goals.
 - Provides for and encourages the integration of technology for information gathering in all curricular areas by all members of the school community.
 - Facilitates access to resources beyond the library (i.e. consulting with experts, etc.)
- 2: Maintains a physical environment that allows for intellectual growth and effective use of the resources of the LMC.**
- Plans and arranges LMC facilities for maximum use.
 - Provides signage and displays as needed to enhance use of the library.
- 3: Develops and maintains a collection that meets curricular and personal needs of the school community.**
- Selects materials according to the district Library Materials Selection Policy.
 - Oversees and participates in the development and periodic revision of policies related to the collection (i.e. Materials Selection Policy, Acceptable Use Policy).
 - Develops a collection according to professional standards.
 - Ensures that the collection is well maintained, orderly, attractive, and current, with outdated materials weeded regularly.
- Includes a variety of formats in the collection to support different learning styles and curricula.
- 4: Organizes and provides materials for maximum accessibility.**
- Maintains accurate and up-to-date catalogs and records
 - Catalogs and organizes the collection according to professional standards.
 - Completes a periodic inventory.
 - Develops and implements circulation policies and procedures for library resources.
- 5: Prepares and administers budget according to the needs and objectives of the LMC.**
- Makes administrators aware of the needs of the LMC through reports, budget proposals, and statistics.
 - Appropriates allotted funds to meet identified needs and faculty member requests.
 - Demonstrates understanding of and compliance with budgeting procedures as established by the administration.
 - Maintains records of all transactions.

DOMAIN 2:

Instruction

- 1: Promotes literacy and the enjoyment of literature.**
- Develops activities that promote reading (i.e. book talks, book lists, read-alouds, story times, Red Clover and Dorothy Canfield Fisher programs, etc.)
 - Provides appropriate reading guidance to students.
 - Communicates with faculty members regarding students' reading, as needed.
 - Demonstrates knowledge of literature appropriate for students.
- 2: Provides support services and materials for faculty members.**
- Meets requests for assistance and materials.
 - Collaborates with faculty members to identify materials and strategies appropriate for the curriculum standards and the students' needs.
 - Collaborates with faculty members to plan the use of the LMC materials in instruction.
 - Assists faculty members and students in the use of technology, audio-visual hardware and software, and other equipment, as appropriate.
- 3: Exercises leadership and serves as a catalyst in the instructional program, providing varied services to students and staff.**
- Develops students' ability to use the LMC independently.
 - Provides reference services, guiding users in the selection and use of appropriate resources.
 - Serves as an instructional consultant to the faculty and administration.
 - Assists staff in individualizing instructional programs.
 - Responds to the needs of the staff.
 - Encourages staff to use new instructional technology and services.

DOMAIN 4:

Professional Growth and Responsibilities

- 1: Demonstrates professional growth.**
- Participates in professional associations, attending conferences and workshops.
 - Acquires and demonstrates knowledge of current trends in library, education, and information professions.
 - Supports school and district goals and takes proactive roles to carry out action plans (i.e. involvement in school Technology Committee, district Curriculum Committees, etc.)
 - Provides staff development, as needed, on library-related issues such as intellectual freedom, the ethical use of information technologies, etc.).
- 2: Supports full access to information.**
- Demonstrates and shares knowledge of copyright law as it applies to the LMC.
 - Provides materials through the LMC without bias in accordance with school policy, the Library Bill of Rights, and the First Amendment to the constitution of the United States.
 - Provides equal access to resources for all users.
 - Adheres to the American Library Association Code of Ethics.
 - Uses scheduling of the LMC to ensure access.

DOMAIN 3:

Communication and Outreach

- 1: Works cooperatively with members of the school community.**
- Plans with other librarians within the district and region to achieve program goals.
 - Links to other libraries regionally and nationally to advance program goals.
- 2: Promotes the resources and programs of the LMC in the school and larger communities.**
- Engages in community relations activities to advocate for the school library program.
 - Contributes to the professional growth of the school community by providing opportunities for exploring new materials, techniques, and technologies.

Feedback Form – Library Media Specialist

Teacher:
Grade level:

Observer:
Date:

Subject:

Administration and Management				
Domain 1	Unsatisfactory	Basic	Proficient	Distinguished
Components				
1. Recognizes the critical role of information literacy within the overall curriculum.	Submits no goal. Lacks involvement with information technology planning or information gathering. Provides no access to resources outside the library.	Submits annual goals. Plans the integration of technology into the library program. Provides access to materials via the other district libraries.	Submits annual goals. Helps plan the integration of technology for information gathering, into the curriculum for the school community.	Develops building-specific goals. Collaborates with other librarians in the district to formulate and promote goals K-12. Helps plan the integration of technology for information gathering into the curriculum on school and district levels.
2. Maintains a physical environment that allows for intellectual growth and effective use of the resources of the LMC.	Does not plan or arrange LMC facilities for maximum use nor provide signage or displays to enhance library usage. Computers are not available for student research.	Adheres to the standard of seating for 10% of the school. Does not provide accessible shelving or adequate computer access for research. Material is difficult to locate due to lack of signage and shelving guides. Displays are inadequate.	Plans for seating for 10% of the school, accessible shelving, & adequate access to computers. Signs and shelving guides are evident where needed to locate material. Displays promote the collection.	Anticipates future needs while maintaining maximum use of the existing facility. Creative signs, shelving guides and displays are an informative and visually pleasing part of the library environment.
3. Develops and maintains a collection that meets curricular and personal needs of the school community.	Does not adhere to the objectives of the district's Materials Selection Policy nor provide input into other district policies, e.g. Acceptable Use Policy. Does not use standard bibliographies, professional journals, and other review sources to select. Never weeds the collection. Collection reflects very little material to support varying learning styles and curriculum areas.	Adheres to the district's policies, but does not provide input. Selects materials, using standard bibliographic sources and lists that provide a balanced collection for curriculum support, information, & recreational reading. Occasionally weeds the collection. Collection reflects some material to support varying learning styles and curriculum areas.	Adheres to the district's policies and works in collaboration with the other district librarians to review and update existing policies. Selects materials, using standard bibliographic sources that provide a balanced collection for curriculum support, information, & recreational reading. Weeds the collection and replaces items with more current sources, as needed. Collection includes a variety of formats – audio, video, etc., as well as a mix of reading levels for nonfiction and fiction books.	Initiates work on district's policies when revision is deemed necessary. Selects materials that represent a diversity of cultures and experiences. Provides a balanced collection for curriculum support, information, & recreational reading. Weeds material and orders replacements. Meets expectations for collection development and goes beyond them by working with staff to develop curricula that support different learning styles, abilities and needs.

Feedback Form – Library Media Specialist

Teacher:
Grade level:

Subject:

Observer:
Date:

Administration and Management				
Domain 1	Unsatisfactory	Basic	Proficient	Distinguished
Components	Does not catalog material in a timely manner; items cannot be readily located. Does not generate MARC records using the Follett system nor assign accurate call numbers with the Dewey Decimal System. Never inventories the collection. Does not have policies and procedures for circulating material.	Catalogs material in a timely manner; items usually can be located. Does not generate MARC records using the Follett system nor assign accurate call numbers with the Dewey Decimal System. Seldom inventories the collection. Develops circulation policies and procedures according to the needs of the various users.	Catalogs new acquisitions and maintains a system so that they may be located while in process. Uses the MARC records and catalogs other material not found there with the templates provided; call numbers reflect an understanding of the Dewey Decimal System and the library's unique collection. Conducts a periodic inventory. Develops circulation policies and procedures according to the needs of the various users – students, faculty members, parents – and the demand for each category of the collection.	Annually inventories the collection. Uses the computer system to implement the policies and procedures but maintains the ability to address special needs, e.g. for reference material or Faculty member's Reserve.
4. Organizes and provides materials for maximum accessibility	Never presents budget requests. Disregards faculty member requests and curricular needs when using funds. Does not follow the procedures for signed purchase orders and encumbered funds. Does not keep copies of purchase orders or ledger statements from Breen.	Participates annually, in the budget process to insure adequate funding for the library. Does not take into account the needs of the curriculum. Meets the district expectations regarding budgeting procedures. Records all purchase orders and still available. Follows through with any purchase orders not received or not complete when shipped.	Participates annually, in the budget process to insure adequate funding for the library. Is aware of the needs of the various curricular areas when purchasing materials and is responsive to faculty member requests. Meets the district expectations regarding budgeting procedures. Records all purchase orders and maintains records of expenditures and funds still available. Follows through with any purchase orders not received or not complete when shipped.	Documents through professional journals the rising cost of books and materials and the effect of these costs upon the library budget. Anticipates needs by being aware of changes in the curriculum. Provides support for new initiatives. Meets the district expectations regarding budgeting procedures. Reconciles expenditures regularly for an up-to-date balance, which can be checked with the Business Office.
5. Prepares and administers a budget according to the needs and objectives of the LMC.				

Feedback Form – Library Media Specialist

Teacher:
Grade level:

Subject:

Observer:
Date:

Domain 2		Instruction			Proficient	Distinguished
Components	Unsatisfactory	Basic				
1. Promotes literacy and the enjoyment of literature.	Is not involved in any way with the promotion of the enjoyment of literature.	Occasionally presents programs to encourage the enjoyment of literature and provides reading guidance as requested.	Is actively involved in determining student interests and providing materials. Communicates with faculty members on a regular basis. Is well versed in many types of literature.			Has a well-developed plan to promote the enjoyment of literacy and literature, which includes presenting appropriate award-winning books and authors. Has a thorough knowledge of the appropriate literature.
2. Provides support services and materials for faculty members.	Does not provide any support for faculty members.	Provides support for faculty members as requested.	Is cognizant of the curriculum and purchases and provides materials in a timely manner. Collaborates with faculty members to identify materials and strategies. Assists faculty members and students in the use of technology.			Anticipates the needs of faculty members and suggests new materials and technologies to further the educational goals of the students. Assists faculty members and students in the use of technology.
3. Exercises leadership and serves as a catalyst in the instructional program, providing varied services to students and staff.	Does not provide services to students or staff.	Develops students' abilities to use the LMC independently. Provides services as requested.	Develops students' abilities to use the LMC independently. Provides reference services, guiding the students and staff in the selection and use of appropriate resources. Assists staff and administration in individualizing instructional programs. Responds to the needs of staff.			Develops students' abilities to use the LMC independently. Provides reference services, guiding the students and staff in the selection and use of appropriate resources. Anticipates the needs of the staff. Encourages the staff to use new instructional technology and services.

Feedback Form – Library Media Specialist

Teacher:
Grade level:

Subject:

Observer:
Date:

Communication and Outreach				
Domain 3	Unsatisfactory	Basic	Proficient	Distinguished
Components	Does not work with members of the school community.	Plans with district, and regional librarians in a limited capacity.	Plans with other librarians within the district and state to achieve program goals. Seeks out, participates in, and promotes active involvement in diverse professional development activities at local, regional and state levels.	Plans with other librarians within the district and state to achieve program goals. Seeks out, participates in, and promotes active involvement in diverse professional development activities at local, regional and state levels. Utilizes the resources of national professional organizations to enhance program goals.
1. Works cooperatively with members of the school community.				
2. Promotes the resources & programs of the LMC in the school and larger communities.	Does nothing to promote the LMC.	Occasionally informs the school staff of LCM programs and presents new materials.	Informs the school staff and the community of new programs and materials on a regular basis.	Informs the school staff and the community of new programs and materials on a regular basis. Contributes to the professional growth of the school community by providing opportunities for exploring new materials and technologies.
Domain 4	Professional Growth and Responsibilities			
1. Demonstrates professional growth.	Does not participate in professional associations or attend conferences and workshops. Does not read professional literature. Shows little interest in school and district goals. Never informs staff of library-related issues.	Does not participate in professional associations. Occasionally attends conferences and workshops. Reads professional literature. Supports school and district goals and follows action plans. Occasionally provides information on library-related issues.	Participates in professional associations. Attends conferences and workshops. Acquires and demonstrates knowledge of current trends in library, education and information professions. Supports school and district goals and takes proactive role to carry out action plans. Provides information on library-related issues, e.g. fair use, plagiarism, etc.	Participates in professional associations, serves on committees and attends conferences and workshops. Acquires and demonstrates knowledge of current trends in library, education and information professions. Supports school and district goals. Takes a proactive role to carry out action plans. Is involved in school and district committees e.g. Technology Committee. Provides staff development, as needed, on library-related issues.
2. Supports full access to information.	Ignores copyright issues in the LMC. Limits access to information on controversial issues. Unfamiliar with American Library Code of Ethics. Limits access to resources and facilities of the LMC.	Adheres to copyright in the LMC. Provides materials through the LMC without bias. Unfamiliar with American Library Code of Ethics. Scheduling practices do not provide full access to resources or facilities of the LMC.	Demonstrates and shares knowledge of copyright law as it applies to the LMC. Provides materials through the LMC without bias. Adheres to the American Library Code of Ethics. Provides full access to resources and facilities of the LMC.	Demonstrates and shares knowledge of copyright law as it applies to the LMC. Provides materials through the LMC without bias in accordance with school policy, the Library Bill of Rights, and the First Amendment to the Constitution. Adheres to the American Library Code of Ethics. Provides and encourages full access to resources and facilities of the LMC.

COMPONENTS OF PROFESSIONAL PRACTICE

School Counselors

DOMAIN 1: CONSULTATION AND COORDINATION SKILLS

- 1a. Fosters constructive and respectful climate within the school.
- 1b. Works constructively with school personnel, parents and area resources in planning and developing programs that meet the needs of students.
- 1c. Makes appropriate referrals.
- 1d. Coordinates counseling and guidance services with other curricular and instructional programs.
- 1e. Assists students with educational transitions.

DOMAIN 2: COUNSELING AND INTERPERSONAL SKILLS

- 2a. Demonstrates the knowledge and use of various counseling theories, techniques and procedures.
- 2b. Adheres to standards of practice regarding confidentiality and ethical standards.
- 2c. Provides information to promote student self-understanding and growth in individual, group and classroom settings.
- 2d. Assists parents and students in making appropriate educational plans and life decisions.
- 2e. Understands the principles of human growth and development.
- 2f. Understands and applies knowledge of diversity issues.
- 2g. Uses communication and conflict resolution skills effectively.

DOMAIN 3 INFORMATION AND PROGRAM MANAGEMENT

- 3a. Maintains and uses relevant data following FERPA regulations around confidentiality to meet student needs and assist others with the use of this data.
- 3b. Maintains and distributes to students and parents information concerning curriculum offerings and other appropriate activities.
- 3c. Maintains skills to access and process pertinent computer information regarding students.
- 3d. Understands the basic concepts and principles of measurement and evaluation.
- 3e. Promotes and participates in aligning the guidance program with the mission of the school.
- 3f. Determines guidance priorities based on needs and plans tasks and activities accordingly.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4a. Participates actively in school meetings.
- 4b. Demonstrates professionalism.
- 4c. Promotes positive relations between/within the school and the community.
- 4d. Reflects on practice and sets appropriate professional goals.
- 4e. Contributes to the school, district and profession through service and participation in tasks and committees.
- 4f. Develops professionally through enhancement of content knowledge and pedagogical skills.

Feedback Form – School Counselors

Teacher:
Grade level:

Subject:

Observer:
Date:

Consultation and Coordination Skills				
Domain 1	Unsatisfactory	Basic	Proficient	Distinguished
Components				
Fosters Constructive and respectful climate within the school.	Counselor demonstrates a pattern of harmful interactions with staff and students.	Counselor is inconsistently involved in enhancing school climate and is unaware of the ways in which he/she is negatively impacting climate.	Counselor is positively engaged in enhancing school climate and is aware of his/her impact on the school's climate.	Counselor consistently models a positive attitude and takes on a leadership role in creating opportunities to enhance school climate.
Works constructively with other school personnel, parents and area resources in planning and developing programs that meet the needs of the student.	Counselor is conceptually unaware of and unable to articulate the needs of the student.	Counselor is moderately aware of and successful at advocating for students.	Counselor works effectively with others in developing resources for students.	Counselor initiates programs that address the needs of students.
Makes appropriate referrals.	Counselor fails to make referrals when appropriate. Unaware of potential referrals and resources.	Counselor makes appropriate referrals inconsistently. Is aware of and uses district referral list.	Counselor referrals reflect sound judgment and knowledge of resources. Maintains and uses an up-to-date listing of community referral services.	Counselor acts as a resource for colleagues making referrals and acts as a liaison to community referral sources.
Coordinates counseling and guidance services with other curricular and instructional programs.	Counselor is ineffective in coordinating programs.	Counselor is inconsistent in coordinating programs.	Counselor works cooperatively to ensure that all students have access to guidance Programs and services.	Counselor initiates, monitors, and adjusts the delivery of guidance services to respond to the needs of students and staff.
Assists students and staff with educational transitions.	Counselor is ineffective in setting up and executing transition tasks.	Counselor completes some transition tasks.	Counselor establishes a well-organized, publicized, and executed transition program.	Counselor annually reflects upon and plans ways to constructively improve the process.

Feedback Form – School Counselors

Teacher:
Grade level:

Subject:

Observer:
Date:

Counseling and Interpersonal Skills				
Domain 2	Unsatisfactory	Basic	Proficient	Distinguished
Demonstrates the knowledge and use of various counseling theories, techniques and practices.	Counselor displays little knowledge of counseling theories, techniques, and practices.	Counselor displays basic knowledge but cannot make connections between theories, techniques, and practices.	Counselor's work reflects understanding of counseling theories, techniques, and practices.	Counselor demonstrates extensive content knowledge with evidence of continuing pursuit of such knowledge.
Adheres to standards of practice regarding confidentiality and ethical conduct.	Counselor is unaware of guidelines and violates confidentiality and ethical standards unnecessarily.	Counselor follows guidelines inconsistently.	Counselor communicates guidelines to students, families, and staff and follows them consistently.	Counselor serves as a resource for colleagues in matters regarding confidentiality maintains a high level of current knowledge of standards and best practice.
Provides information to students that promotes growth and self-understanding through individual, group, and classroom settings.	Counselor's presentation is poorly organized and/or not developmentally appropriate.	Counselor's presentation is somewhat organized and developmentally appropriate.	Counselor presents information/material that is developmentally suitable and supports the instructional goal of having students be meaningfully engaged in learning.	Counselor's presentation encourages students to gain self-understanding based on their individual needs.
Assists parents and students in making appropriate educational plans and life decisions.	Counselor provides minimal information to parents and students and/or fails to respond sensitively to their needs.	Counselor makes modest and inconsistent attempts to engage parents and students.	Counselor's efforts to engage parents and students are frequent and successful.	Counselor responds frequently and successfully to parent and student concerns with great sensitivity.
Understands and applies the principles of human growth and development.	Counselor displays minimal knowledge of the developmental characteristics of students.	Counselor applies basic knowledge of the developmental characteristics of students.	Counselor's knowledge of developmental characteristics enhances the student well being.	Counselor demonstrates understanding of developmental characteristics as well as acknowledgement of student uniqueness, and exceptions to patterns.
Understands and applies knowledge of diversity issues.	Counselor displays little knowledge of diversity issues and does not indicate that such knowledge is valuable.	Counselor recognizes the value of diversity issues but displays this knowledge inconsistently.	Counselor is consistently sensitive to issues of diversity.	Counselor raises an awareness of diversity issues in a variety of settings.
Uses the group setting to facilitate behavior change and self-understanding.	Counselor's lack of knowledge and skill in group dynamics does not facilitate cooperation and personal growth.	Counselor inconsistently applies knowledge of group dynamics and students exhibit minimal respect for counselor and group members.	Counselor and group member interactions are friendly and respectful. Counselor's knowledge of group dynamics is evident in the skill development and behavior change in the group.	Counselor's efforts result in group members exhibiting desired behavior change and/or self-understanding and they are able to transfer this to other settings.
Uses communication and conflict resolution skills effectively.	Counselor's failing to use constructive communication and conflict resolution skills.	Counselor inconsistently uses some communication and conflict resolution skills.	Counselor consistently and effectively deescalates conflict situations and improves group dynamic through the use of communication skills.	Counselor is viewed as an example by colleagues and administrators for his/her effective use of communication and conflict resolution skills.

Feedback Form – School Counselors

Teacher:

Grade level:

Subject:

Observer:

Date:

Information and Program management				
Domain 3	Unsatisfactory	Basic	Proficient	Distinguished
Maintains and uses relevant data following FERPA regulations around confidentiality to meet student needs and assist others with the use of this data.	Counselor's system of maintaining and using student data is in disarray and counselor is unaware of FERPA regulations.	Counselor's system is rudimentary and poorly organized and FERPA is not followed consistently.	Counselor's system is fully effective and follows FERPA.	Counselor's system serves as a model for record keeping.
Maintains and distributes to students and families information concerning curricular offerings and other appropriate activities.	Counselor is unaware of curricular offerings/resources.	Counselor makes inconsistent attempts to inform families and students.	Counselor is knowledgeable and responsive to needs for information.	Counselor remains current, anticipates needs, and provides relevant information to all concerned.
Maintains skills to access and process pertinent computer information regarding students' records.	Counselor has minimal computer skills and does not access district technology support.	Counselor has adequate computer skills and accesses some district technology support.	Counselor demonstrates proficient computer skills and uses district technology support to further skill development.	Counselor uses skills to train others.
Understands the basic concepts and principles of measurement and evaluation.	Counselor lacks understanding of basic concepts and principles of measurement and evaluation.	Counselor has a basic understanding but has some difficulty explaining the significance of data.	Counselor has a working knowledge of and is able to accurately convey significance of data.	Counselor serves as a resource to colleagues and uses data to help in assessing school needs.
Promotes and participates in aligning the guidance program with the mission of the school.	Counselor avoids dialogue and reflection regarding the guidance program's alignment with the school's mission.	Counselor participates in dialogue and reflection if specifically asked.	Counselor promotes and participates in the dialogue and reflection necessary to align the guidance program with the school's mission.	Counselor routinely initiates dialogue and reflection with school staff to align the guidance program with the school mission.
Determines guidance priorities based on needs and plans tasks and activities accordingly.	Counselor fails to identify priorities; tasks and activities are unrelated.	Counselor erratically considers needs in planning tasks and activities.	Counselor consistently prioritizes and connects activities with demonstrated needs.	Counselor is aware of and prioritizes emerging building needs and assists in developing a proactive plan. (to further the school's vision).

Feedback Form – School Counselors

Teacher:

Grade level:

Subject:

Observer:

Date:

Professional Responsibilities				
Domain 4	Components	Unsatisfactory	Basic	Proficient
	Participates actively in school meetings.	Counselor avoids being involved in school meetings.	Counselor participates in school meetings when specifically asked.	Distinguished Counselor volunteers to participate, makes a substantial contribution, and assumes a leadership role.
	Demonstrates professionalism.	Counselor makes decisions based on self-serving interests or lets personal issues affect job performance resulting in unmet student needs.	Counselor demonstrates inconsistent but well-meaning consideration of student, family, and staff needs.	Counselor plays a leadership role in team decision-making to ensure that decisions are based on the highest professional standards and consistently result in student needs being met.
	Promotes positive relations between/within the school and the community.	Counselor relationships with colleagues and community are negative or self-serving.	Counselor maintains cordial relationships with colleagues and community members.	Counselor is sought out by members of school and community as valued resource.
	Reflects on practice and sets appropriate professional goals.	Counselor is unaware of best practice and does not set appropriate professional goals.	Counselor shows general awareness of best practice and sets minimally appropriate professional goals.	Counselor thoughtfully reflects on best practice and engages with colleagues in setting appropriate professional goals that serve as a model.
	Contributes to the school, district and profession through service and participation in committees/teams.	Counselor avoids becoming involved.	Counselor participates when specifically asked.	Counselor volunteers, participates, makes a significant contribution, and assumes a leadership role.
	Develops professionally through enhancement of content knowledge and pedagogical skills.	Counselor does not engage in professional development.	Counselor participates in professional activities to a limited extent when they are convenient.	Counselor seeks out opportunities for professional development, systematically incorporates that knowledge into practice and creates opportunities to share knowledge with colleagues.

COMPONENTS OF PROFESSIONAL PRACTICE

School Nurses

DOMAIN 1: Planning and Preparation

- 1a: Demonstrating Knowledge of Content and Pedagogy**
 - Knowledge of content
 - Knowledge of clinical component
 - Knowledge of nursing decision-making process
- 1b: Demonstrating High Quality of Care**
 - Knowledge of evaluating quality of practice
 - Knowledge of effective school health programs
- 1c: Demonstrating Knowledge of Students**
 - Knowledge of characteristics of age group
 - Knowledge of students' skills and knowledge
 - Knowledge of students' cultural heritage
- 1d: Demonstrating Knowledge of Resources**
 - Resources for faculty members
 - Resources for students
 - Resources for families
- 1e: Demonstrating Current Education/Competency**
 - Acquires and maintains current knowledge
 - Participates in continuing education activities

DOMAIN 2: Health Services Environment

- 2a: Creating an Environment of Respect**
 - Interaction with students
 - Interaction with families
 - Interaction with school community
- 2b: Managing School Health Services**
 - Knowledge of components
 - Conducts needs assessment
 - Implements programs
 - Knowledge of policies and procedures
 - Knowledge of current trends
- 2c: Organizing Physical Space**
 - Knowledge of safety issues
 - Knowledge of confidentiality issues
- 2d: Managing Procedures for Health Office**
 - Management of materials, supplies
 - Supervision of paraprofessionals, volunteers

DOMAIN 4: Professional Responsibilities

- 4a: Collaborating With Others**
 - Interactions with students and families
 - Interactions with school staff
 - Interactions with other agencies providing care
- 4b: Communicating with Families**
 - Information about individual students
 - Engagement of family in follow up
- 4c: Demonstrating Collegiality**
 - Participates in professional organizations
 - Shares knowledge and skills with team
 - Works with interdisciplinary team
- 4d: Showing Professionalism**
 - Service to students
 - Advocacy for students
 - Acts in ethical manner on behalf of students

DOMAIN 3: Instruction – Health Education

- 3a: Communicating Clearly and Accurately**
 - Student interactions
 - Family interactions
 - Interactions with school personnel
- 3b: Providing Formal and Informal Health Education**
 - Age appropriate classroom instruction
 - Individual student needs addressed
 - Collaborative efforts with student/family/school
- 3c: Demonstrating Flexibility and Responsiveness**
 - Response to students
 - Response to families
 - Response to school community members
- 3d: Demonstrating Health Promotion**
 - Resource for school and community
- 3e: Engaging Students in Learning**
 - Instruction materials and resources
 - Activities and assignments
 - Representation of content

Feedback Form – School Nurses

Teacher:
Grade level:

Subject:

Observer:
Date:

Domain 1: Planning and Preparation

	Components	Unsatisfactory	Basic	Proficient	Distinguished
1a	Knowledge of content and pedagogy	lacks current medical information and logical approach to nursing practice; single approach to teaching	uses current information and a systemic approach to problem-solving in nursing practice; variety of teaching techniques	possesses current knowledge and uses nursing process, including outcome identification, planning, implementing and evaluation as appropriate; sets yearly goals; aware of current educational trends	consistently implements knowledge using current educational trends
1b	High quality of care	addresses some portion of the 11 components of a quality health program as specified in Standards of Practice: School Health Services Manual	addresses the 11 components of a quality school health program in some manner	systematically delivers quality school nursing practice	consistently evaluates the effectiveness of school nurse practice using data-driven evidence
1c	Knowledge of students	limited knowledge of developmental level of population served	knowledgeable of developmental levels of population served including expected skills and developmental tasks	knowledge of growth and development of population served with special attention to diversity and cultural heritage issues	consistently implements knowledge of all appropriate issues regarding growth and development of population served
1d	Knowledge of resources	limited knowledge of resources available in the community	aware of local resources that faculty members, students and families may request	Utilizes local resources available within the community	anticipates preventative and proactive resources for utilization
1e	Current education and competency	occasionally participates in continuing education activities	regularly attends continuing educational activities appropriate to the medical, developmental and psychosocial needs of the population served	acquires and maintains current knowledge and competency through a variety of means--classes, conferences, journal research, advanced certifications	consistently shares learned information through a variety of means

Feedback Form – School Nurses

Teacher:
Grade level:

Subject:

Observer:
Date:

Domain 2: Health Services Environment

	Components	Unsatisfactory	Basic	Proficient	Distinguished
2a	environment of respect	lack of attention to respectful communication with students, family and school community	provides privacy and respect in all interactions with students, family and school community	provides atmosphere of respect, privacy and confidentiality in all interactions with students, family and school community	Knowledgeable regarding laws and issues related to confidentiality. Consistently provides information and resources to staff concerning such issues
2b	management of school health services	aware of components of school health services but lacks priority	aware of knowledge of components of school health services; implements programs	knowledge of components of school health services; updates policies and procedures as needed	Knowledgeable of current trends, consistently implements trends and prioritizes needs
2c	organization of physical space	lack of attention to safety issues	respectful environment when interacting with students, family and school community; attention to safety	continually assessing and adapting space with respect to privacy and confidentiality needs of students, family and school community;	consistently advocates for changes as necessary
2d	management of health office procedures	lack of inventory; inconsistent when training staff; documentation not completed in timely manner	efficient management of materials and supplies; efficient delegation and staff training; attention to documentation; records, reports done in timely manner	professional supervision of staff working in health office; maintains accurate records so that data is easily retrievable	consistently evaluates and updates policies and procedures related to management of health procedures

Feedback Form -- School Nurses

Teacher:
Grade level:

Subject:

Observer:
Date:

DOMAIN 3: Health Education: Instruction

	Components	Unsatisfactory	Basic	Proficient	Distinguished
3a	Communication skills	frequent miscommunications	communicates clearly and accurately with students, family and school community	communication through a variety of methods--newsletters, classes, bulletin boards; engages students in questioning; effective written, verbal and non-verbal skills; listening skills	consistently engages students in questions and participation
3b	providing formal and informal health education	one size fits all' approach	age-appropriate instruction based on Vermont standards; individual student needs addressed	provides specific lesson plans as requested by faculty members and/or health education curriculum; resource person for staff; instruction based on Vermont standards	consistently participates in and evaluates curriculum and health education development
3c	demonstrates flexibility and Responsive-ness	unresponsive to different learning styles; inflexible	awareness of different learning styles and is demonstrated in interactions with students, family school community	demonstrates adaptive skills using a variety of teaching tools/styles	consistently strives to improve teaching techniques using current educational trends
3d	demonstrates health promotion	little evidence of health promotion seen in health services program	resource for students, family and school community	continually presents new information through health services program	consistently uses creative ways to engage students, family and school community in health promotion events
3e	engaging students in learning	same approach and information used repeatedly	appropriate materials and resources; continuously seeking new activities and projects	responsive to students, family and school community needs; energetic and enthusiastic about subject	consistently evaluates appropriateness and effectiveness of learning materials and activities

Feedback Form – School Nurses

Teacher:
Grade level:

Subject:

Observer:
Date:

DOMAIN 4: Professional Responsibilities

	Components	Unsatisfactory	Basic	Proficient	Distinguished
4a	collaborates with others	gives minimal input to school teams; avoids interactions with students, family and school community	team player; interacts with students and families; works with school staff; shares information as appropriate as advocate for students and families	uses position to bring unique perspective to school teams (504, EST); interacts effectively with other agencies as needed; makes referrals as needed	consistently anticipates need for collaborative teaming
4b	communicates with families	lack of communication and follow up with families	communicates information about students as appropriate to parents	communicates with and engages families in follow up	consistently supports and advocates for families
4c	demonstrates collegiality and Professionalism	occasional meetings with colleagues; demonstrates minimal professional growth	regular meetings with colleagues where sharing of information occurs; provides expected services to students; respectful of students; positive attitude shows in work ethic and health career	works with interdisciplinary team to accomplish goals; acts in respectful and ethical manner on behalf of students; proactive in promoting health careers	participates in professional organizations; consistently advocates for professional school nursing at the district, community and state level

COMPONENTS OF PROFESSIONAL PRACTICE

Special Educators

DOMAIN 1: Comprehensive Evaluation IEP Development

- 1a: Demonstrates knowledge of local, state, and federal policies and regulations.
- 1b: Demonstrates knowledge of characteristics of students with exceptionalities.
- 1c: Demonstrates knowledge of assessment instruments and tools.
- 1d: Communicates information regarding eligibility, program, policy and procedures.
- 1e: Identifies and analyzes learning environments.
- 1f: Applies an inter-disciplinary approach to evaluation and IEP development.
- 1g: Demonstrates the use of multiple resources in the development of IEPs (e.g. standards).
- 1h: Demonstrates knowledge of various models for transitions.

DOMAIN 2: Collaborative Consultation

- 2a: Collaborates with students, parents and professionals.
- 2b: Demonstrates knowledge of collaborative consultation skills and creative problem solving.
- 2c: Applies principles of interactive communication, group process and team building.
- 2d: Establish and maintain parent/ professional relationships.

DOMAIN 4: Professional Responsibilities

- 4a: Reflecting on professional practice.
- 4b: Maintain accurate records.
- 4c: Growing and developing professionally.
- 4d: Supervision and evaluation of instructional assistants.
- 4e: Contributing to school and district.
- 4f: Showing professionalism.

DOMAIN 3: Instruction, Supports and Adaptations

- 3a: Use effective, research-based instructional strategies and practices to meet the needs of individuals with SPECIFIC disabilities in academic and non-academic areas.
- 3b: Evaluate, select, develop and adapt curriculum materials, supports and technology.
- 3c: Plan, organize and implement educational programs to develop independent and active learners.
- 3d: Structure the educational environment to provide optimal learning opportunities.
- 3e: Develop and implement behavior support plans.

Feedback Form – Special Educators

Teacher:
Grade level:

Subject:

Observer:
Date:

DOMAIN 1: Comprehensive Evaluation/IEP Development

Components	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrates and communicates knowledge of local, State, and Federal policies and regulations.	Faculty member displays little understanding of local, State, and Federal regulations and policies and uses little skill in oral and written communication.	Faculty member displays basic understanding of local, State, and Federal regulations and policies and uses basic skill in oral and written communication.	Faculty member displays a more in depth understanding of local, State, and Federal regulations and policies and is skillful in oral and written communication. The information is presented in a meaningful and sensitive manner.	Faculty member questions, teaches and explains local, State and Federal regulations and policies and is skillful in oral and written communication. The information is presented in a meaningful and sensitive manner. Faculty member is reflective on her/his performance and shares ideas with colleagues.
1b: Demonstrates knowledge of characteristics of students with exceptionalities	Faculty member displays little understanding of the characteristics related to specific disability areas.	Faculty member displays basic understanding of the characteristics related to specific disability areas.	Faculty member displays a more in depth understanding of the characteristics related to specific disability areas and the effects of cultural and environmental milieu on student and family.	Faculty member questions, teaches and explains the characteristics related to specific disability areas and the effects of cultural and environmental milieu on student and family.
1c: Demonstrates knowledge of assessment instruments and tools.	Faculty member displays little ability to effectively and ethically select, use and interpret a variety of standardized and non-standardized assessment tools.	Faculty member displays basic ability to effectively and ethically select, use and interpret a variety of standardized and non-standardized assessment tools.	Faculty member displays a more in depth ability to effectively and ethically select, use and interpret a variety of standardized and non-standardized assessment tools including exceptionality-specific assessment instruments.	Faculty member questions, teaches and explains how to effectively and ethically select, use and interpret a variety of standardized and non-standardized assessment tools exceptionality-specific assessment instruments.
1d: Identifies and analyzes learning environments	Faculty member displays little ability to identify and analyze learning environments.	Faculty member displays basic ability to identify and analyze learning environments.	Faculty member displays a more in depth ability to identify and analyze learning environments.	Faculty member reflects on his/her ability to identify and analyze learning environments and shares strategies with colleagues.
1e: Applies an interdisciplinary approach to evaluation and IEP development.	Faculty member displays little ability to collaborate with parents, colleagues and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs.	Faculty member displays basic ability to collaborate with parents, colleagues and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs.	Faculty member is skillful in collaborating with parents, colleagues and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs.	Faculty member collaborates effectively with parents, colleagues and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs. He/she is analytical and reflective of the input from these disciplines.
1f: Demonstrates the use of multiple resources in IEP development.	Faculty member displays little ability to integrate assessment data, standards, and provisions for students' social, transition and academic strengths and needs in the development of IEPs.	Faculty member displays basic ability to integrate assessment data, standards, and provisions for students' social, transition and academic strengths and needs in the development of IEPs.	Faculty member is skillful and competent in integrating assessment data, standards, and addressing students' social, transition and academic strengths and needs in the development of IEPs.	Faculty member is skillful and reflective in integrating assessment data, standards, and addressing students' social, transition and academic strengths and needs in the development of IEPs. He/she shares ideas with colleagues.

Feedback Form – Special Educators

Teacher:
Grade level:

Subject:

Observer:
Date:

DOMAIN 2: Collaborative Consultation

Components	Unsatisfactory	Basic	Proficient	Distinguished
2a: Collaborates with students, parents, and other educational agencies.	Faculty member displays little ability to collaborate with students, parents, and other educational agencies.	Faculty member displays basic ability to collaborate with students, parents, and other educational agencies.	Faculty member is skillful in collaborating with students, parents, and other educational agencies. Faculty member acts as a resource for parents.	Faculty member is skillful and reflective in collaborating with students, parents, and other educational agencies. Faculty member acts as a resource for parents and colleagues.
2b: Demonstrates knowledge of collaborative consultation skills and creative problem solving.	Faculty member displays little knowledge of collaborative consultation skills and creative problem solving.	Faculty member displays basic knowledge of collaborative consultation skills and creative problem solving.	Faculty member displays in depth knowledge of collaborative consultation skills and creative problem solving.	Faculty member critiques, evaluates and reflects on his/her knowledge of collaborative consultation skills and creative problem solving.
2c: Applies principles of interactive communication group process, and team building.	Faculty member displays little ability to apply principles of interactive communication group process, and team building.	Faculty member displays basic ability to apply principles of interactive communication group process, and team building.	Faculty member is skillful and competent in applying principles of interactive communication group process, and team building.	Faculty member is skillful and reflective in applying principles of interactive communication group process, and team building. He/she shares ideas with colleagues.
2d: Establish and maintain parent/ professional relationships.	Faculty member displays little ability to establish and maintain parent/ professional relationships.	Faculty member displays basic ability to establish and maintain parent/ professional relationships.	Faculty member is skillful and competent in establishing and maintaining parent/ professional relationships.	Faculty member is skillful and reflective in establishing and maintaining parent/ professional relationships. He/she shares ideas with colleagues.

Feedback Form – Special Educators

Teacher:

Grade level:

Subject:

Observer:

Date:

DOMAIN 3: Instruction, Supports and Adaptations

Components	Unsatisfactory	Basic	Proficient	Distinguished
3a: Use effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas.	Faculty member displays little ability to use effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas.	Faculty member displays basic ability to use effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas.	Faculty member is skillful and competent in using effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas.	Faculty member is skillful and reflective in using effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas. He/she shares ideas with colleagues.
3b: Evaluate, select, develop and adapt curriculum materials, supports and technology.	Faculty member displays little ability to evaluate, select, develop and adapt curriculum materials, supports and technology.	Faculty member displays basic ability to evaluate, select, develop and adapt curriculum materials, supports and technology.	Faculty member is skillful and competent in evaluating, selecting, developing and adapting curriculum materials, supports and technology.	Faculty member is skillful and reflective evaluating, selecting, developing and adapting curriculum materials, supports and technology. He/she shares ideas with colleagues.
3c: Plan, organize and implement educational programs to develop independent and active learners.	Faculty member displays little ability to plan, organize and implement educational programs to develop independent and active learners.	Faculty member displays basic ability to plan, organize and implement educational programs to develop independent and active learners.	Faculty member is skillful and competent in involving students in goal setting and assessment, which enhances the planning, organization and implementation of educational programs to develop independent and active learners.	Faculty member is skillful and reflective in involving students in goal setting and assessment, which enhances the planning, organization and implementation of educational programs to develop independent and active learners. He/she integrates student initiated-learning experiences into ongoing instruction.
3d: Structure the educational environment to provide optimal learning opportunities.	Faculty member displays little ability to evaluate students' progress and continued needs to structure learning environment.	Faculty member displays basic ability to evaluate students' progress and continued needs to structure learning environment.	Faculty member is skillful and competent in evaluating students' progress and continued needs to structure learning environment. He/she designs learning environments that provide feedback from peers and adults.	Faculty member is skillful and reflective in evaluating students' progress and continued needs to structure learning environment. He/she designs learning environments that provide feedback from peers and adults. He/she shares ideas with colleagues.
3e: Develop and implement behavior support plans.	Faculty member displays little ability to develop and implement behavior support plans.	Faculty member displays basic ability to develop and implement behavior support plans.	Faculty member skillful and competent in developing and implementing behavior support plans according to the characteristics of the learner and patterns of error.	Faculty member is skillful and reflective in developing and implementing behavior support plans according to the characteristics of the learner and patterns of error. He/she shares ideas with colleagues.

Feedback Form – Special Educators

Teacher:
Grade level:

Subject:

Observer:
Date:

DOMAIN 4: Professional Responsibility

Components	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Professional Practice	Faculty member does not reflect accurately on the lesson, assessment, program or meeting as to how it might be improved.	Faculty member's reflection on the lesson, assessment, program or meeting is generally accurate, and faculty member makes global suggestions as to how it might be improved.	Faculty member reflects accurately on the lesson, assessment, program or meeting, citing general characteristics. Faculty member makes some specific suggestions about how it might be improved.	Faculty member's reflection on the lesson, assessment, program or meeting is highly accurate and perceptive, citing specific examples. Faculty member draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining accurate records.	Faculty member has no system for maintaining accurate records, resulting in errors and confusion.	Faculty member's system for maintaining accurate records is rudimentary and only partially effective.	Faculty member's system for maintaining accurate records is efficient and effective.	Faculty member's system for maintaining information in special education is efficient and highly effective.
4c: Growing and Developing Professionally	Faculty member does not participate in professional development activities, even when such activities are clearly needed for the development of special educator skills.	Faculty member's participation in professional development activities is limited to those that are convenient.	Faculty member participates actively in professional development activities and contributes to the profession.	Faculty member makes a substantial contribution to the profession through such activities as action research and mentoring new faculty members, and actively pursues professional development.
4d: Supervision, training and evaluation of paraeducators	Faculty member displays little ability to supervise, identify and implement effective and meaningful training and evaluate paraeducators.	Faculty member displays basic ability to supervise, identify and implement effective and meaningful training and evaluate paraeducators.	Faculty member displays a more in depth ability to supervise, identify and implement effective and meaningful training and evaluate paraeducators.	Faculty member highly skilled in his/her ability to supervise, identify and implement effective and meaningful training and evaluate paraeducators.
4e: Contributing to the school and district	Faculty member's relationships with colleagues are negative or self-serving, and faculty member avoids being involved in school and district projects.	Faculty member's relationships with colleagues are cordial, and faculty member participates in school and district events and projects when specifically requested.	Faculty member participates actively in school and district projects, and maintains positive relationships with colleagues.	Faculty member makes a substantial contribution to school and district events and projects, assuming leadership with colleagues.
4f: Showing Professionalism	Faculty member's sense of professionalism is low, and faculty member contributes to practices that are self-serving or harmful to students.	Faculty member's attempts to serve students is based on the best information are genuine but inconsistent.	Faculty member makes genuine and successful efforts to ensure that all students are well served by the school.	Faculty member assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.