

# Performance Evaluation Handbook for Teachers

Imlay City Schools

*Revised  
15 August 2016*





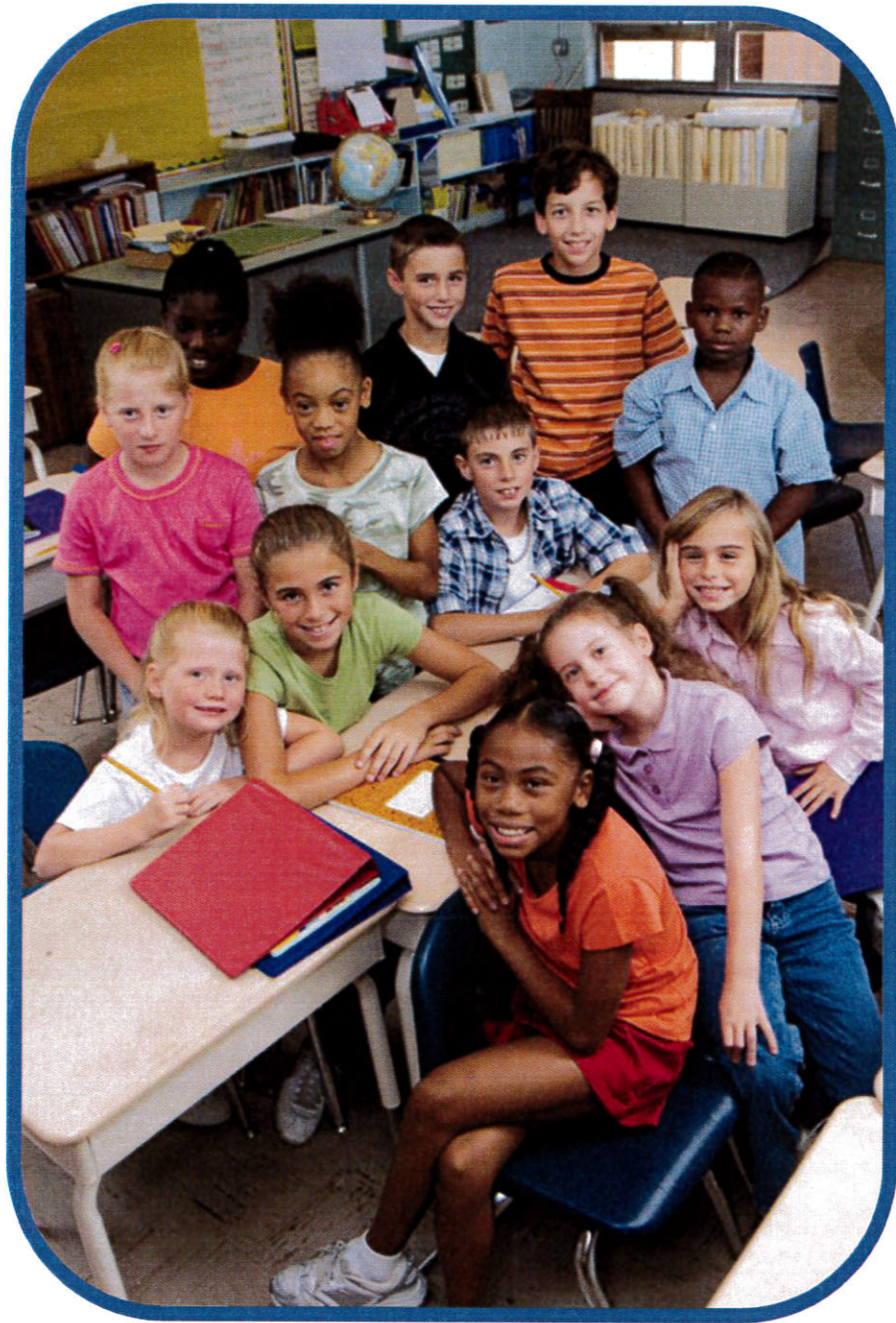
## Acknowledgments

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# Introduction

## Philosophy of Education

The educational philosophy of the Imlay City Schools is to provide every student the opportunity for a quality education necessary to compete in a global economy. Because globalization and international competition are changing the American economy and workforce, the district believes that providing every student with a quality education is absolutely essential in building a strong foundation for college and the development of technical skills required of a corporate industrial state and an international market economy. As such, the district will:

- Promote high academic standards;
- Promote parental and community involvement;
- Improve the quality of instruction;
- Pursue and develop educational programs of quality and excellence, while seeking help and support from the entire school community;
- Offer students a curriculum of substance and classes that require them to do serious work;
- Set high standards for acceptable teaching practices;
- Utilize instructional strategies that engage students and make them part of the learning process;
- Create a stimulating and challenging learning environment;
- Integrate technology into all aspects of the educational programs and services;
- Ensure that teaching and learning serve the needs of students to the fullest extent possible;
- Create a learning community in which substantive professional development, linked primarily to content knowledge and instructional strategies, plays an important and ongoing role; and
- Support the planning, implementation, and long-range momentum of school improvement.

## Philosophy of Instruction

The instructional philosophy of the Imlay City Schools is to ensure that maximum learning takes place in a safe and positive environment. Teachers are to serve as positive role models, mentors, and contributing team members who adhere to, and enforce, district and school policy. Instruction is to be student-centered and focused on the goal of mastering the curriculum of the district, which is aligned to state standards. Important elements of quality instruction include, but are not limited to: implementation of the district curriculum, teaching to the objectives, utilizing effective methods of delivery, assessing, re-teaching, and providing expanded opportunities in the learning process. The district is committed to providing every teacher with the necessary resources, materials, and support to deliver quality instruction.

**Philosophy of Evaluation**

The evaluative philosophy of the Imlay City Schools is based upon the fundamental belief that a teacher performance evaluation system improves the quality and delivery of instructional services to students. The research clearly shows a critical link between effective teaching and student learning. High quality teaching is essential to improving student outcomes and reducing gaps in student achievement. The teacher performance evaluation system is designed to provide teachers with meaningful feedback, encourage professional learning and growth, foster teacher development, and identify opportunities for additional support. The system is intended for the process to be a continuous, constructive, and cooperative endeavor.

**Purpose**

The teacher performance evaluation system includes two essential purposes: (1) ensuring teacher quality; and (2) promoting teacher learning. Using this system contributes to a process that simultaneously ensures quality instruction and promotes professional learning.

**Teacher Quality**

The single most important factor contributing to student learning is the quality of teaching. It is impossible, however, to either support teaching or evaluate teacher performance without defining the nature of effective teaching. Without an agreed-upon description of practice, most evaluators apply their own private, idiosyncratic views of teaching. Therefore, the teacher performance evaluation system provides teachers and evaluators with a definition of effective teaching practice.

**Teacher Learning**

Although the teacher performance evaluation system is used to evaluate teacher performance, its primary contribution lies in promoting teacher learning. It is essential that all educators recognize that the work of professional learning never ends; it is a career-long endeavor. Therefore, this system provides teachers and evaluators with those factors that contribute to the desired outcome of promoting teacher learning.

## Probationary Evaluation Process

### Probationary Teacher Evaluation Process

Teachers who have not previously attained tenure will be placed in the Probationary Teacher Evaluation program. Teachers hired after July 19, 2011, will have a five-year probationary period. To complete the probationary period, a teacher must be rated "highly effective" or "effective" on the three most recent year-end evaluations and complete five years of teaching. The probationary period will be accelerated to four years with a rating of "highly effective" on three consecutive year-end performance evaluations and completion of four years of teaching. Those who have been granted tenure by another district in the state of Michigan may be placed on a two-year probationary plan. The Probationary Teacher Evaluation Process includes assigning each teacher a Measure of Instructional Practice (section 6) rating, based on the Domains of Teaching Responsibility and Performance (section 4), and a Measure of Student Learning Growth (section 7) rating. The two ratings are combined to reach an overall Summative Assessment of Teacher Performance (section 8).

### Framework of Best Practices

Probationary teachers will receive a copy of *Enhancing Professional Practice: A Framework for Teaching* (2nd edition) by Charlotte Danielson, which will be used as a major part of the evaluation process. Research in this book provides the framework of best practices for teachers and outlines the performance expectations of the Imlay City Schools.

### Demonstrating Teaching Responsibility and Performance

Demonstration of competency in the four domains of teaching responsibility and performance is ongoing and will be assessed through multiple classroom observations of the educational environment and other school settings (e.g., faculty meetings, committee work, in-service training, parent conferences, parent communications, co-curricular activities, etc.). Two formal observations will be conducted during a year for which a tenured teacher is designated for formal year-end evaluation. One formal observation will be "scheduled" for an instructional period pre-determined and mutually agreed upon by both the teacher and the evaluator. One formal observation will be unscheduled, and conducted at the discretion of the evaluator. Feedback from formal observations will be provided in a timely manner, optimally within 15 business days, but no later than 30 days after each observation. Administrators will provide feedback, as possible, prior to the post-observation meeting. The evaluator or teacher may arrange for a conference to discuss performance related to the domains as needed.

### Individual Development Plan

Each probationary teacher will be required to have an Individual Development Plan (IDP) as required by Michigan law. This plan will be jointly agreed upon between the teacher and evaluator. The teacher and evaluator will work collaboratively to ensure an atmosphere of success, which will be accomplished by developing an understanding of the best practices for teachers outlined in this document and applying them in the classroom. The teacher and evaluator will work collaboratively to identify training designed to assist the teacher in improving his/her effectiveness and meet his/her IDP goals.

### Mentoring

To further support new teachers, the Imlay City Schools will provide each probationary teacher with a mentor, in accordance with Section 1526 of Public Act 335, during the first three years of

teaching. The role of the mentor will be to guide and support the probationary teacher; however, the mentor will not be responsible for the outcomes of the evaluation process.

### **Mid-Year Progress Report**

Any teacher (probationary or tenured) who received a “minimally effective” or “ineffective” rating on his/her most recent annual year-end evaluation and all first-year probationary teachers must receive a Mid-Year Progress Report (MYPR.) This MYPR must be based, in part, on student achievement. It should be aligned with a teacher's IDP and include specific performance goals for the remainder of the school year. These goals are to be determined collaborative between a teacher and their evaluator. Mid-Year Progress Reports will include, at least, discussions regarding recommended training identified by the evaluator to assist a teacher in meeting their goals. Written improvement plans with goals and training should be developed to assist a teacher in improving their rating (this can be a summary review of the IDP.) Lastly, a MYPR does not take the place of an annual year-end evaluation.

### **Observations**

Multiple observations will be required each year. Informal observations will be made throughout the year. Two formal observations will be conducted. One formal observation will be “scheduled” for an instructional period pre-determined and mutually agreed upon by both the teacher and the evaluator. One formal observation will be unscheduled, and conducted at the discretion of the evaluator.

Formal observation will consist of:

- Classroom observation of at least 45 minutes or an entire class period, should a class period be less than 45 minutes
- Post-observation conference
- Feedback provided in a timely manner (optimally within 15 business days, but no later than 30 days after each observation)

### **Final Evaluation**

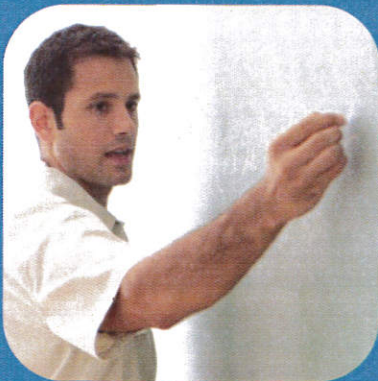
The final Summative Assessment of Teacher Performance is based on the Measure of Instructional Practice (section 6) and the Measure of Student Learning Growth (section 7). The final year-end performance evaluation will include information about whether or not the probationary teacher should be promoted or retained as a continuing teacher. Each year the evaluator will recommend one of the following:

- Recommended for additional year probation
- Not recommended for contract renewal
- Recommended for tenure

Additionally, the year-end evaluation will include an assessment of the teacher's progress in meeting the goals of the IDP.

### Specific Performance Goals

Section 1249 of the Revised School Code requires that the year-end overall evaluation have specific performance goals that will assist the teacher in improving effectiveness in the next school year. These goals should be developed collaboratively between the teacher and evaluator and include possible professional development, assistance and support that will assist teachers in meeting the goals. To comply with this requirements, administrators/evaluators will use Form 11 to identify and recommend two specific performance goals that will assist teachers in improving their overall effectiveness for the following school year. Form 11 will be completed with both performance goals and signed during end-of-year goals meetings. They will be submitted as part of the overall year-end evaluation process.



## Tenured Evaluation Process

### Tenured Teacher Evaluation Process

From the beginning of the first year of tenure, and continuing throughout the teacher's career, the teacher and evaluator work collaboratively to strengthen professional practice. It is expected that tenured teachers continuously strive to perform at the highly effective level as outlined in the Domain Levels of Performance. The Tenured Teacher Evaluation Process includes assigning each teacher a Measure of Instructional Practice rating, based on the Domains of Teaching Responsibility and Performance, and a Measure of Student Learning Growth rating. Both are described in detail in later sections of this handbook. The two ratings will be combined to reach an overall Summative Assessment of Teacher Performance (see section 8). A tenured teacher may appeal an overall rating of "ineffective" to the Superintendent or designee within 20 days of being informed of the "ineffective" rating. A teacher cannot request review more than twice in a 3-school-year period.

### Framework of Best Practices

The book *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson is a major part of the evaluation process. Research in this book provides the framework of best practices for teachers and outlines the performance expectations of the Imlay City Schools.

### Demonstrating Teaching Responsibility and Performance

Demonstration of competency in the four domains of teaching responsibility and performance is ongoing and will be assessed through multiple classroom observations of the educational environment and other school settings (e.g., faculty meetings, committee work, in-service training, parent conferences, parent communications, co-curricular activities, etc.). Two formal observations will be conducted during a year for which a tenured teacher is designated for formal year-end evaluation. One formal observation will be "scheduled" for an instructional period pre-determined and mutually agreed upon by both the teacher and the evaluator. One formal observation will be unscheduled, and conducted at the discretion of the evaluator. Feedback from formal observations will be provided in a timely manner, optimally within 15 business days, but no later than 30 days after each observation. Administrators will provide feedback, as possible, prior to the post-observation meeting. The evaluator or teacher may arrange for a conference to discuss performance related to the domains as needed.

### Individual Development Plan (IDP) for Tenured Teachers

An Individual Development Plan (IDP) will be developed for a tenured teacher performing at the "ineffective" or "minimally effective" level that does not yet appear to understand the concepts underlying the domains of teaching responsibility and performance. The development of an IDP applies to a teacher who receives an overall rating of "ineffective" or "minimally effective" on the Measure of Instructional Practice, the Measure of Student Learning Growth or the final Summative Assessment of Teacher Performance or who persistently performs at the "ineffective" or "minimally effective" level in one or more of the four domains or 22 components.

The process for developing an IDP includes the following steps. First, the evaluator will share all concerns, in writing, with the tenured teacher. Included will be the evaluator's evaluation, a description of evidence gathered, and the specific components of teaching responsibility and performance in question. Second, a meeting will occur in which the evaluator and teacher develop an IDP. The IDP will address each of the following areas: goals (must be specific, measurable, and must reference the

components of teaching responsibility and performance); strategies; timeline (must be specific and realistic; not to exceed 180 days); indicators of progress (must reference the components of teaching responsibility and performance); resources; and support needed. At the time of the initial meeting, the teacher will be assigned a mentor or coach. A midyear progress meeting will be scheduled to determine progress toward reaching the goals of the IDP. A concluding meeting will be scheduled to determine if the area of concern has been resolved. Failure to successfully complete an IDP will result in a recommendation for nonrenewal by the Superintendent to the Board of Education.

#### **Mid-Year Progress Report**

Any teacher (probationary or tenured) who received a “minimally effective” or “ineffective” rating on his/her most recent annual year-end evaluation and all first-year probationary teachers must receive a Mid-Year Progress Report (MYPR.) This MYPR must be based, in part, on student achievement. It should be aligned with a teacher’s IDP and include specific performance goals for the remainder of the school year. These goals are to be determined collaborative between a teacher and their evaluator. Mid-Year Progress Reports will include, at least, discussions regarding recommended training identified by the evaluator to assist a teacher in meeting their goals. Written improvement plans with goals and training should be developed to assist a teacher in improving their rating (this can be a summary review of the IDP.) Lastly, a MYPR does not take the place of an annual year-end evaluation.

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The final Summative Assessment of Teacher Performance is based on the Measure of Instructional Practice (section 6) and the Measure of Student Learning Growth (section 7). The final yearend performance evaluation will include information about whether or not the probationary teacher should be promoted or retained as a continuing teacher. Each year the evaluator will recommend one of the following:

- Recommended for contract renewal
- Not recommended for contract renewal

#### **Specific Performance Goals**

Section 1249 of the Revised School Code requires that the year-end overall evaluation have specific performance goals that will assist the teacher in improving effectiveness in the next school

year. These goals should be developed collaboratively between the teacher and evaluator and include possible professional development, assistance and support that will assist teachers in meeting the goals. To comply with this requirements, administrators/evaluators will use Form 11 to identify and recommend two specific performance goals that will assist teachers in improving their overall effectiveness for the following school year. Form 11 will be completed with both performance goals and signed during end-of-year goals meetings. They will be submitted as part of the overall year-end evaluation process.

# Domains of Teaching Responsibility and Performance

The teacher performance evaluation system represents all aspects of teaching responsibility and performance. It derives from the most recent theoretical and empirical research about teaching and aims to apply to all situations. In this system, the complex activity of teaching is divided into 22 components and clustered into four domains of teaching responsibility and performance, each of which refers to a distinct aspect of teaching and learning. The components within each domain form a coherent body of knowledge and skill against which the performance of teachers is evaluated.

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

The components of Domain 1 describe how a teacher organizes the content that the students are to learn. The domain covers all aspects of instructional planning and includes the following components:

## DOMAIN 1 Planning and Preparation

<b>Component 1A</b>	Demonstrating knowledge of content and pedagogy
<b>Component 1B</b>	Demonstrating knowledge of students
<b>Component 1C</b>	Setting instructional outcomes
<b>Component 1D</b>	Demonstrating knowledge of resources
<b>Component 1E</b>	Designing coherent instruction
<b>Component 1F</b>	Designing student assessments

The aspects of an environment conducive to learning are captured in Domain 2. These aspects of teaching are not associated with the learning of any particular content; instead, they set the stage for all learning. The components of Domain 2 include:

## DOMAIN 2 Classroom Environment

<b>Component 2A</b>	Creating an environment of respect and rapport
<b>Component 2B</b>	Establishing a culture for learning
<b>Component 2C</b>	Managing classroom procedures
<b>Component 2D</b>	Managing student behavior
<b>Component 2E</b>	Organizing physical space

Domain 3 contains the components that are at the essential heart of teaching—the actual engagement of students in content. Domain 3 reflects the primary mission of schools: to enhance student learning. The components of Domain 3 are:

DOMAIN 3 Instruction	
Component 3A	Communicating with students
Component 3B	Using questioning and discussion techniques
Component 3C	Engaging students in learning
Component 3D	Using assessments in instruction
Component 3E	Demonstrating flexibility and responsiveness

The components of Domain 4 are associated with being a true professional educator. They encompass the roles typically assumed outside of the classroom. Although students, parents and the larger community observe these activities only intermittently, they are, however, critical to preserving and enhancing the profession. The components of Domain 4 are:

DOMAIN 4 Professional Responsibilities	
Component 4A	Reflecting on teaching
Component 4B	Maintaining accurate records
Component 4C	Communicating with families
Component 4D	Participating in a professional community
Component 4E	Growing and developing professionally
Component 4F	Showing professionalism

## Domain Levels of Performance

The teacher performance evaluation system includes four levels of performance that serve to more fully describe the components and elements of each domain. The four levels of performance are:

- Ineffective
- Minimally Effective
- Effective
- Highly Effective

### Ineffective

The teacher performing at the ineffective level does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area. In some areas of practice, performance at the ineffective level represents teaching that is below the licensing standard of “do no harm.” Performance at the ineffective level requires intervention.

### Minimally Effective

The teacher performing at the minimally effective level appears to understand the concepts underlying the components and attempts to implement them. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers, and experience will enable the teacher to become proficient. Performance at the minimally effective level is characteristic of student teachers or teachers new to the profession—those for whom virtually everything they do is being done for the first time. When trying a new activity or teaching in a new assignment, experienced teachers may perform at the minimally effective level because they are doing something for the first time. This level is generally considered minimally competent for teachers early in their careers.

### Effective

The teacher performing at the effective level clearly understands the concepts underlying the components and implements them well. Most experienced, capable teachers will be regarded as performing at this level. Teachers at the effective level are experienced, professional educators. They thoroughly know their content, they know their students, they know the curriculum and they have a broad repertoire of strategies and activities to use with students. Many of the routines of teaching have become automatic, and effective teachers have developed a sophisticated understanding of classroom dynamics.

### Highly Effective

Teachers performing at the highly effective level are master teachers and make a contribution to the field, both in and outside their school. Their classrooms operate at a qualitatively different level from those of other teachers. A classroom functioning at the highly effective level seems to be running itself; it is seamless. When novice teachers observe a class at this level, they typically do not recognize what they are seeing; they can observe the results of what the teacher has created but are not always aware of how the teacher did it. Highly effective performance is very distinguished performance, and some teachers may never attain it consistently. As some educators have phrased it, "Highly effective performance is a good place to visit, but do not expect to live there." The highly effective level remains a goal for all teachers, regardless of how challenging it may be in any particular set of circumstances.



# Measure of Instructional Practice

## Measure of Instructional Practice

Each teacher will be assigned a Measure of Instructional Practice rating of **Ineffective**, **Minimally Effective**, **Effective**, or **Highly Effective** based on the ratings earned on the observation rubric.

### CALCULATION FOR MEASURE OF INSTRUCTIONAL PRACTICE

**STEP 1:** Score each rating earned on the observation rubric according to this table.

RATING	POINTS
Ineffective	0
Minimally Effective	1
Effective	2
Highly Effective	3

**STEP 2:** Calculate the total points achieved in each domain, with each domain weighted as 25% of the total score.

DOMAIN	FORMULA
Domain 1	Total points / 36 points possible X .25 X 100 = ____ points
Domain 2	Total points / 30 points possible X .25 X 100 = ____ points
Domain 3	Total points / 30 points possible X .25 X 100 = ____ points
Domain 4	Total points / 36 points possible X .25 X 100 = ____ points

**STEP 3:** Add together the points from the four domains, calculated in step 2, and assign a Measure of Instructional Practice according to the table.

TOTAL POINTS	MEASURE OF INSTRUCTIONAL PRACTICE
0-29	Ineffective
30-59	Minimally Effective
60-79	Effective
80-100	Highly Effective

## Measure of Student Learning Growth

### Measure of Student Learning Growth

All teachers, in conjunction with their building principal, will set a minimum of two specific, measureable learning goals for their students. Principals will work with teachers and school leadership teams to identify appropriate objectives, including how each objective will be measured. A team of teachers (e.g., grade level or department, etc.) can work together under the guidance of the principal to identify appropriate student learning objectives. Teachers will use available data to shape each student learning objective to their particular group(s) of students.

A beginning-of-year conference and end-of-year conference will be held between the principal and teacher. A mid-year meeting may be held if requested. The first conference will take place before November 1. Prior to the first conference, teachers will complete a Goal Setting Worksheet outlining the student learning goals and growth measures they plan to use.

The Goal Setting Worksheet asks teachers to:

- Review prior student performance
- Consider personal areas of improvement, district and school improvement goals, and student learning data in selecting goals
- Prioritize students' learning needs and create two specific student learning goals
- Identify measurable indicators of progress and the methods of measurement that will be used to show rates of student learning
- Set a target performance level for each of the learning goals

The completed Goal Setting Worksheet will be presented to and discussed with the principal at the beginning-of-year conference. Together, the teacher and principal will finalize specific, measureable goals, with clear benchmarks for success.

Prior to the end-of-year conference, the teacher will gather evidence to determine whether each student learning goal has been met. Teachers are responsible for bringing as much data as is feasible and appropriate to the end-of-year conference. At the end-of-year conference, a Measure of Student Learning Growth rating will be assigned to each teacher, based on their two student learning goals and the school's Top to Bottom Ranking. The Measure of Student Learning Growth rating will be combined with the teacher's Measure of Instructional Performance Rating for a final Summative Assessment of Teacher Performance rating.

For the 2015-2016, 2016-2017, and 2017-2018 school years, 25% of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the 2018-2019 school year, 40% of the annual year-end evaluation shall be based on student growth and assessment data. There are no requirements to use state data as part of student growth until 2018-2019. For all years, student growth should be reviewed on a three-year cycle by looking at data from the most recent three consecutive years.

At times, employees experience the need for a long-term absence from the classroom. Such situations will be assessed on a case-by-case basis as related to the evaluation process and measuring student growth. Student growth goals of a semester's duration may be used instead of a full year's growth for teacher absence extending less than one semester. Lengthier absences may require the use of student growth measures from the prior school year.

#### Suggested student growth measurements

Included on the following page are several suggested methods of assessing student growth at the elementary, middle school and high school levels. Teachers are not limited to only the methods of assessment suggested.

### CALCULATION FOR MEASURE OF STUDENT LEARNING GROWTH

**STEP 1:** Use the prescribed formulas to determine how many points are earned for the school's Top to Bottom Ranking and two student learning goals.

1	Top to Bottom Ranking X .20 X 100 = ____ points
2	Percent of students meeting learning goal 1 X .40 X 100 = ____ points
3	Percent of students meeting learning goal 2 X .40 X 100 = ____ points

**STEP 2:** Add together the points from each of the three calculations in Step 1. Add the final number to the final number from the previous two years. Average those three numbers to obtain a student growth and assessment score for the most recent three consecutive years.

**STEP 3:** Add that final number to the final number from the previous two years. Average those three numbers to obtain a student growth and assessment score for the most recent three consecutive years.

$$\frac{2016-2017 \text{ point total} + 2015-2016 \text{ point total} + 2014-2015 \text{ point total}}{3} = \text{point total for annual year-end evaluation.}$$

**STEP 4:** Use the average number based on the most recent three consecutive years and the table below for your final student growth rating.

TOTAL POINTS	MEASURE OF STUDENT LEARNING GROWTH
0-29	Ineffective
30-59	Minimally Effective
60-79	Effective
80-100	Highly Effective

## Summative Assessment of Teacher Performance

The **Measure of Instructional Practice** (Section 6) and the **Measure of Student Learning Growth** (section 7) are combined to form the **Summative Assessment of Teacher Performance**. This overall rating is documented on Form 7. All teachers will receive an overall effectiveness rating based on their annual year-end evaluation. The final performance rating is reported to the Michigan Department of Education for each teacher in accordance with state law. A tenured teacher may appeal an overall rating of "ineffective" to the Superintendent or designee with 20 days of being informed of the ineffective rating. A teacher cannot request a review more than twice in a 3-school-year period. Section 1249 of the Revised School Code requires the dismissal of a teacher who has been rated ineffective on three consecutive year-end evaluations.

If a teacher has been rated as highly effective on three consecutive year-end evaluations, the District may choose to conduct evaluations of that teacher biennially rather than annually. A teacher who enters a biennial evaluation process will complete Form 10: Evaluation Opt-In Form, which provides a teacher the choice to participate in the biennial observation or participate in the yearly observation process.

### Special Determination Reporting

Lastly, as required by Section 1248 of the Revised School Code, the annual year-end evaluation will include a special determination concerning egregious and patterns of ability to "withstand the strain of teaching," attendance records and discipline records. Please note, attendance records for absences or leaves required or allowed by law, policy or contract (e.g. FMLA, ADA, military, excused, etc.) Attendance violations or failure/refusal to comply with absence/leave procedures (e.g. reporting requirements, lesson plans, etc.)

To conclude, Form 7 will be provided to all staff members as their final, year-end evidence of the teacher evaluation process. Form 7 will include, for all staff:

1. Information pertaining to first (scheduled) and second (unannounced) observations including date, time, number of students, subject are observed and date of the post-observation meeting. For non-tenure staff members, progress on IDP goals is also included.
  2. Rubric ratings and comments for each of domain of instructional practice: Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities.
  3. Measure of Instructional Practice totals and the resulting MIP rating.
  4. Calculations for Measures of Student Learning Growth for the current year.
  5. Totals from Measures of Student Learning Growth from the previous two years provide a three year composite total and a resulting Measure of Student Learning Growth rating.
- and
6. Special determinations regarding the ability to "withstand the strain of teaching", attendance records, and discipline records.

\*A teacher on an off-cycle will receive the previous year's scores but must still develop and report goals for the year.

## Observation Rubrics

20 Teachers

24 Instructional Specialists

28 Library/Media Specialists

32 School Counselors

36 School Psychologists

40 Therapeutic Specialists

## Domain 1 for Teachers: Planning and Preparation

	Ineffective	Minimally Effective	Effective	Highly Effective
<b>1A Demonstrating knowledge of content and pedagogy</b>	Teacher displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represent basic understanding but does not extend to connections with other disciplines.	Teacher demonstrates solid understanding of the content and its prerequisite relationships, and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	Teacher's knowledge of content and pedagogy are extensive, with evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction.
<b>1B Demonstrating knowledge of students</b>	Teacher makes little or no attempt to acquire knowledge of students' background, skills, or interests, and does not use such information in planning.	Teacher demonstrates partial knowledge of students' background, skills, and interests, and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' background, skills, and interests, and uses this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students' background, skills, and interests, and uses this knowledge to plan for individual student learning.
<b>1C Setting instructional outcomes</b>	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher'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.	Teacher'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.	Teacher's goals reflect 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.
<b>1D Demonstrating knowledge of resources</b>	Teacher is unaware of school or district resources available either for teaching or for students who need them.	Teacher displays limited knowledge of school or district resources available either for teaching or for students who need them.	Teacher 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.	Teacher seeks out resources for teaching in professional organizations and in the community, and is aware of resources available for students who need them in the school, the district and the larger community.
<b>1E Designing coherent instruction</b>	The various elements of the instructional design do not support the stated 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 state goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the state goals and engage students in meaningful learning, and the lesson or unit has a clearly defined structure.	All instructional design elements support the stated goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
<b>1F Designing student assessments</b>	Teacher's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional goals. Teacher has no plans to use assessment results to design future instruction.	Teacher's plan for student assessment is partially aligned with instructional goals and includes criteria and standards not entirely clear or understood by students. Teacher uses the assessment to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Teacher uses the assessment to plan for groups of students or individuals.	Teacher's plan for student assessment is fully aligned with instructional goals, with clear criteria and standards that are understood by students and show evidence of student participation in their development and monitoring their own progress.

## Domain 2 for Teachers: Classroom Environment

	Ineffective	Minimally Effective	Effective	Highly Effective
<b>2A Creating an environment of respect and rapport</b>	Classroom interactions, both between the teacher and students and among students are negative, 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.
<b>2B Establishing a culture for learning</b>	The classroom does not represent a culture for learning and is characterized by low educator commitment to the subject, low expectations for student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little educator commitment to the subject, and little student pride in work. Both educator and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both educator and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.
<b>2C Managing classroom procedures</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instructional time.	Classroom routines and procedures have been established, but function unevenly or inconsistently, with some loss of instructional time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instructional time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<b>2D Managing student behavior</b>	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher 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.	Teacher 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. Teacher's monitoring of student behavior is subtle and preventative, and teacher's response to student misbehavior is sensitive to individual needs.
<b>2E Organizing physical space</b>	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students. Teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

## Domain 3 for Teachers: Instruction

	Ineffective	Minimally Effective	Effective	Highly Effective
<b>3A Communicating clearly and accurately</b>	Teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
<b>3B Using questioning and discussion techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher'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.
<b>3C Engaging students in learning</b>	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.
<b>3D Using assessment in instruction</b>	Students are not aware of the criteria and performance standards by which their work will be evaluated. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality or is not given in a timely manner.	Students know some of the criteria and performance standards by which their work will be evaluated. Teacher monitors progress of the class as a whole but elicits no diagnostic information. Feedback to students is uneven, and its timeliness is inconsistent.	Students are fully aware of the criteria and performance standards by which their work will be evaluated. Teacher monitors progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. Feedback to students is timely and of consistently high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated and have contributed to the development of the criteria. Teacher actively and elicits diagnostic information from individual students about their understanding and monitors their progress. Teacher's feedback is timely and of consistently high quality, and students make use of the feedback in their learning.
<b>3E Demonstrating flexibility and responsiveness</b>	Teacher adheres to the instructional plan in spite of evidence of poor student understanding or students' interests and questions, and assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to student interests and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

## Domain 4 for Teachers: Professional Responsibilities

	Ineffective	Minimally Effective	Effective	Highly Effective
<b>4A Reflecting on teaching</b>	Teacher does not reflect accurately on the lesson or propose ideas as to how it might be improved.	Teacher's reflection of the lesson is generally accurate, and teacher makes global suggestions as to how it might be improved.	Teacher reflects accurately on the lesson, citing general characteristics and makes some specific suggestions about how it might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples; teacher draws on an extensive repertoire to suggest alternative strategies.
<b>4B Maintaining accurate records</b>	Teacher has no system for maintaining accurate records, resulting in errors and confusion.	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining accurate records is efficient and effective.	Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
<b>4C Communicating with families</b>	Teacher provides little or no information to families and makes no attempt to engage them in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program.	Teacher communicates frequently with families and successfully engages them in the instructional program.	Teacher communicates frequently and sensitively with families and successfully engages them in the instructional program; students participate in communicating with families.
<b>4D Participating in a professional community</b>	Teacher's relationships with colleagues are negative or self-serving, and teacher avoids being involved in school district projects.	Teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.	Teacher participates actively in school and district projects, and maintains positive relationships with colleagues.	Teacher makes a substantial contribution to school district events and projects, assuming leadership with colleagues.
<b>4E Growing and developing professionally</b>	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Teacher's participation in professional development activities is limited to those that are convenient.	Teacher participates actively in professional development activities and contributes to the profession.	Teacher makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.
<b>4F Showing professionalism</b>	Teacher's sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students.	Teacher's attempts to serve students based on the best information are genuine but inconsistent.	Teacher makes genuine and successful efforts to ensure that all students are well served by the school.	Teacher assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.

## Domain 1 for Instructional Specialists: Planning and Preparation

	Ineffective	Minimally Effective	Effective	Highly Effective
<b>1A Demonstrating knowledge of current trends in specialty and professional development</b>	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
<b>1B Demonstrating knowledge of school program and levels of teacher skill</b>	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
<b>1C Establishing goals for the instructional program</b>	Instructional specialist has no clear goals for the instructional program, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional program are highly appropriate to the situation and staff needs, and were developed in consultation with administrators and colleagues.
<b>1D Demonstrating knowledge of resources</b>	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
<b>1E Planning the instructional program</b>	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed in consultation with colleagues.
<b>1F Developing a plan to evaluate the instructional program</b>	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional program.	Instructional specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

## Domain 2 for Instructional Specialists: The Environment

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

## Domain 3 for Instructional Specialists: Delivery of Service

	Ineffective	Minimally Effective	Effective	Highly Effective
<b>3A Collaborating with teachers in the design of instruction</b>	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
<b>3B Engaging teachers in learning new skills</b>	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
<b>3C Sharing expertise with staff</b>	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts follow-up work with teachers.
<b>3D Locating resources to support improvement</b>	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
<b>3E Demonstrating flexibility and responsiveness</b>	Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

## Domain 4 for Instructional Specialists: Professional Responsibilities

	Ineffective	Minimally Effective	Effective	Highly Effective
<b>4A Reflecting on practice</b>	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description, citing specific positive and negative characteristics. Specialist makes some specific suggestions to improve.	Instructional specialist's reflection is highly accurate and perceptive with specific examples, and draws on an extensive repertoire to suggest alternative strategies, along with a likely outcome.
<b>4B Preparing and submitting budgets and reports</b>	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements. Reports are submitted on time.
<b>4C Coordinating work with other instructional specialists</b>	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.
<b>4D Participating in a professional community</b>	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events or projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
<b>4E Engaging in professional development</b>	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession.
<b>4F Showing professionalism, including integrity and confidentiality</b>	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

## Domain 1 for Library/Media Specialists: Planning and Preparation

	Ineffective	Minimally Effective	Effective	Highly Effective
<b>1A Demonstrating knowledge of literature and current trends</b>	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
<b>1B Demonstrating knowledge of the school's program and student needs</b>	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
<b>1C Establishing goals for the library/media program</b>	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the school situation and age of the students and have been developed with students and colleagues.
<b>1D Demonstrating knowledge of resources</b>	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
<b>1E Planning the library/media program</b>	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	The plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	The plan is well designed to support both teachers and students in their information needs.	The plan is developed in consultation with teachers, is highly coherent, and takes into account the competing demands of scheduled library time, consultative work with staff and maintaining the collection.
<b>1F Developing a plan to evaluate library/media program</b>	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals are met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program

## Domain 2 for Library/Media Specialists: The Environment

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

## Domain 3 for Library/Media Specialists: Delivery of Service

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

## Domain 4 for Library/Media Specialists: Professional Responsibilities

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

## Domain 1 for School Counselors: Planning and Preparation

	Ineffective	Minimally Effective	Effective	Highly Effective
<b>1A Demonstrating knowledge of counseling theory and techniques</b>	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
<b>1B Demonstrating knowledge of child and adolescent development</b>	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general - patterns.	In addition to accurate knowledge of typical characteristics of the age group and exceptions to general patterns, counselor displays knowledge of the extent to which individual students follow the patterns.
<b>1C Establishing goals for the counseling program</b>	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed in consultation with others.
<b>1D Demonstrating knowledge of resources and governmental regulations</b>	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
<b>1E Planning the counseling program</b>	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
<b>1F Developing a plan to evaluate the counseling program</b>	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals are met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program ongoing.

## Domain 2 for School Counselors: The Environment

	Ineffective	Minimally Effective	Effective	Highly Effective
<b>2A Creating an environment of respect and rapport</b>	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
<b>2B Establishing a culture for productive communication</b>	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
<b>2C Managing routines and procedures</b>	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
<b>2D Establishing standards of conduct and contributing to school climate</b>	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
<b>2E Organizing physical space</b>	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

## Domain 3 for School Counselors: Delivery of Service

	Ineffective	Minimally Effective	Effective	Highly Effective
<b>3A Assessing student needs</b>	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
<b>3B Assisting in the formulation of academic, personal, and career plans</b>	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal, and career plans.
<b>3C Using counseling techniques</b>	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
<b>3D Brokering resources to meet needs</b>	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
<b>3E Demonstrating flexibility and responsiveness</b>	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

## Domain 4 for School Counselors: Professional Responsibilities

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

## Domain 1 for School Psychologists: Planning and Preparation

	Ineffective	Minimally Effective	Effective	Highly Effective
<b>1A Demonstrating knowledge and skill in evaluating students</b>	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5–8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
<b>1B Demonstrating knowledge of development</b>	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
<b>1C Establishing goals for the psychology program</b>	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and were developed following consultations with others.
<b>1D Demonstrating knowledge of resources and governmental regulations</b>	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but not resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school and some familiarity with external resources.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
<b>1E Planning the psychology program</b>	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
<b>1F Developing a plan to evaluate the psychology program</b>	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program ongoing.

## Domain 2 for School Psychologists: The Environment

	Ineffective	Minimally Effective	Effective	Highly Effective
<b>2A Establishing rapport with students</b>	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
<b>2B Establishing a culture for positive mental health</b>	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.
<b>2C Establishing and maintaining clear procedures for referrals</b>	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
<b>2D Establishing standards of conduct in the testing center</b>	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
<b>2E Organizing physical space</b>	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

## Domain 3 for School Psychologists: Delivery of Service

	Ineffective	Minimally Effective	Effective	Highly Effective
<b>3A Responding to referrals</b>	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
<b>3B Evaluating student needs in compliance with guidelines</b>	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
<b>3C Chairing evaluation team</b>	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.
<b>3D Planning interventions</b>	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.
<b>3E Demonstrating flexibility and responsiveness</b>	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

## Domain 4 for School Psychologists: Professional Responsibilities

	Ineffective	Minimally Effective	Effective	Highly Effective
<b>4A Reflecting on practice</b>	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Reflection provides an accurate and objective description, citing specific positive and negative characteristics. Psychologist makes some suggestions about how to improve the counseling program.	Reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternatives.
<b>4B Communicating with families</b>	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a highly sensitive manner. Psychologist reaches out to families of students to enhance trust.
<b>4C Maintaining accurate records</b>	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
<b>4D Participating in a professional community</b>	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
<b>4E Engaging in professional development</b>	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession.
<b>4F Showing professionalism</b>	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role to advocate for students.

## Domain 1 for Therapeutic Specialists: Planning and Preparation

	Ineffective	Minimally Effective	Effective	Highly Effective
<b>1A Demonstrating knowledge and skill in the therapy area</b>	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
<b>1B Establishing goals for the therapy program</b>	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
<b>1C Demonstrating knowledge of regulations and guidelines</b>	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates - thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
<b>1D Demonstrating knowledge of resources</b>	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
<b>1E Planning the therapy program</b>	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
<b>1F Developing a plan to evaluate the therapy program</b>	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

## Domain 2 for Therapeutic Specialists: The Environment

	Ineffective	Minimally Effective	Effective	Highly Effective
<b>2A Establishing rapport with students</b>	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
<b>2B Organizing time effectively</b>	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
<b>2C Establishing and maintaining clear procedures</b>	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
<b>2D Establishing standards of conduct</b>	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
<b>2E Organizing physical space</b>	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

## Domain 3 for Therapeutic Specialists: Delivery of Service

	Ineffective	Minimally Effective	Effective	Highly Effective
<b>3A Responding to referrals</b>	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
<b>3B Developing and implementing treatment plans</b>	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
<b>3C Communicating with families</b>	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
<b>3D Collecting information and writing reports</b>	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
<b>3E Demonstrating flexibility and responsiveness</b>	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

## Domain 4 for Therapeutic Specialists: Professional Responsibilities

	Ineffective	Minimally Effective	Effective	Highly Effective
<b>4A Reflecting on practice</b>	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Reflection is an accurate and objective description, citing specific positive and negative characteristics. Specialist makes some specific suggestions to improve the program.	Reflection is highly accurate and perceptive, citing examples that were not fully successful for some students. Specialist draws on an extensive repertoire to suggest alternatives.
<b>4B Collaborating with teachers and administrators</b>	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
<b>4C Maintaining an effective data-management system</b>	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment. Specialist uses the system to communicate with teachers and parents.
<b>4D Participating in a professional community</b>	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids involvement in school events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
<b>4E Engaging in professional development</b>	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession.
<b>4F Showing professionalism</b>	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and taking a leadership role to advocate for students.

Form <b>1</b>	Evidence of Relevant and Significant Contributions
Form <b>2</b>	Lesson Reflection Form
Form <b>3</b>	Annual Individual Development Plan (IDP) for Probationary Teachers
Form <b>4</b>	First-Year Individual Development Plan (IDP) for Probationary Teachers
Form <b>5</b>	Goal Setting Worksheet
Form <b>6</b>	Year-end Goal Review Worksheet
Form <b>7A</b>	Teacher Performance Appraisal
Form <b>7B</b>	Instructional Specialist Performance Appraisal
Form <b>7C</b>	School Counselor Performance Appraisal
Form <b>8</b>	Individual Development Plan (IDP) for Tenured Teachers
Form <b>9</b>	Teacher Assignment Preference
Form <b>10</b>	Evaluation Opt-In Form
Form <b>11</b>	Specific Performance Goals