USD 379 & TLEC
Professional Evaluation System
2019-2020

District of Opportunity…….**Expect Success!**

Philosophy of Teacher Evaluation for USD 379:

Unified School District #379 believes that Clay County's students deserve the highest quality of instruction. To ensure quality instruction for all students, a performance appraisal system for all certified staff is important. The system in place must promote teacher and student growth; provide clear expectations, and professional learning opportunities. This is one of the district's primary responsibilities to the students, staff, and community.

Acknowledgements:

We will use the Frameworks for Professional Competency through the Charlotte Danielson model. We have purchased the following for all new teachers, as well as all staff on the evaluation cycle:
Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching, 2nd Edition.

When a teacher is placed on a plan of assistance, the following is purchased and used with the certified staff member:
Charlotte Danielson's Implementing the Framework for Teaching in Enhancing Professional Practice as well as Charlotte Danielson's The Handbook for Enhancing Professional Practice.

In addition, the following was purchased for all administrators and is used to promote and facilitate the use of the Danielson Framework:
Charlotte Danielson's Implementing the Framework for Teaching in Enhancing Professional Practice as well as Charlotte Danielson's The Handbook for Enhancing Professional Practice.

Professional Competency Domains:

Domain 1: Planning and Preparation (how a teacher designs instruction)
   a. Demonstrating Knowledge of Content and Pedagogy
   b. Demonstrating Knowledge of Students
   c. Selecting Instructional Goals
   d. Demonstrating Knowledge of Resources
   e. Designing Coherent Instruction
   f. Assessing Student Learning
Domain 2: The Classroom Environment (the interactions that occur in the classroom)
   a. Creating an Environment of Respect and Rapport
   b. Establishing a Culture for Learning
   c. Managing Classroom Procedures
   d. Managing Student Behavior
   e. Organizing Physical Space
Domain 3: Instruction (the heart of teacher—the actual engagement of students in content)
   a. Communicating Clearly and Accurately
   b. Using Questions and Discussion Techniques
   c. Engaging Students in Learning
   d. Providing Feedback to Students
   e. Demonstrating Flexibility and Responsiveness
Domain 4: Professional Responsibilities (the roles outside of and in addition to those in the classroom with students)
   a. Reflecting on Teaching
   b. Maintaining Accurate Records
   c. Communicating with Families
   d. Contributing to the School and District
   e. Growing and Developing Professionally
   f. Showing Professionalism
The rubric contains four ratings in each domain/component: Unsatisfactory, Basic, Proficient, and Distinguished.

Information taken from: Charlotte Danielson, Enhancing Professional Practice-A Framework for Teaching.

The "Framework for Teaching" was selected as a basis for our evaluation system because it is researched based and also provides a clearly defined framework to assist teachers in improving their instruction. The evaluation process system was created and yearly reviewed for improvements by a team of teachers, administrators, and BOE/Community members.

Professional Evaluation System
Table of Contents

Evaluation Timeline

Year 1 Teacher	Due	Year 2 Teacher	Due	Year 3, 4, alt 5 Teacher	Due
All new teachers to USD 379 are assigned mentors & participate in the New Teacher Academy. Evaluators meet with all staff on evaluation for orientation/review on evaluation procedures.	8.13.19 to 8.14.19	Notify in writing all teachers who will be evaluated next year.	5.1.19	Notify in writing all teachers who will be evaluated next year.	5.1.19
Evaluators meet with all staff on evaluation for orientation/review on evaluation process.	8.19.19	Preparatory Conference for 18-19; Teachers/Certified Staff meet with evaluator to discuss process & receive rubrics for self-evaluation in order to help set PGP goals.	5.15.19	Preparatory Conference for 18-19; Teachers/Certified Staff meet with evaluator to discuss process & receive rubrics for self-evaluation in order to help set PGP goals.	5.15.19
Professional Growth Plans due for new staff.	9.6.19	Teachers submit tentative PGP goal and resources needed.	5.17.19	Teachers submit tentative PGP goal and resources needed.	5.17.19
First evaluation completed (observation & conference) 60th day of semester--non-tenured teachers.	11.19.19	Evaluators meet with all staff on evaluation for orientation/review on evaluation process.	8.19.19	Evaluators meet with all staff on evaluation for orientation/review on evaluation process.	8.19.19
Survey/Feedback from students/ parents completed, staff member reflection from survey.	12.20.19	First evaluation completed (observation & conference) 60th day of semester--non-tenured teachers.	11.19.19	Survey/Feedback from students/parents completed, staff member reflection from survey.	12.20.19
Second Observation due, Evaluations complete, including personnel conferences, summative evaluations & re-employment recommendation for non-tenured staff in years one and two. Reflection for PGP due at this time as well.	4.8.20	Survey/Feedback from students/ parents completed, staff member reflection from survey.	12.20.19	Evaluations complete, including personnel conferences, summative evaluations & re-employment recommendations. (Mandatory two observations, Optional third visit for more data)	2.15.20
		Second Observation due, Evaluations complete, including personnel conferences, summative evaluations & re-employment recommendation for non-tenured staff in years one and two. Reflection for PGP due at this time as well.	4.8.20	Reflection for PGP due.	4.8.20

Year 5 and beyond- Veteran Teachers	Due
Notify in writing all teachers who will be evaluated next year.	5.1.19
Preparatory Conference for 18-19; Teachers/Certified Staff meet with evaluator to discuss process & receive rubrics for self-evaluation in order to help set PGP goals.	5.15.19
Teachers submit tentative PGP goal and resources needed.	5.17.19
Evaluators meet with all staff on evaluation for orientation/review on evaluation process.	8.19.19
Survey/Feedback from students/parents completed, staff member reflection from survey.	12.20.19
Evaluations complete, including personnel conferences, summative evaluations & re-employment recommendations. (Mandatory one observations, Optional second visit for more data)	2.15.20
Reflection for PGP due.	4.8.20

** Following a classroom observation- the teacher and the evaluator will hold a post-conference to discuss the evidence gathered during the observation before the Evaluator Summary is completed by the evaluator. Once the Evaluator Summary is completed, the Evaluator and Teacher will discuss and sign the summary.

Year 5 Veteran Certified Staff are required to have one formal observation. A second formal evaluation can occur should more time be needed to collect evidence. An unannounced observation may also take place and must be for at least 30 minutes. If an unannounced observation will occur, the administrator must notify the teacher with a timeframe to be completed within a week. Upon the completion of the observation(s), one Evaluator Summary will be filled out.

Year 1 through 4 or alternative year 5 Certified Staff are required to have two formal observations in compliance with the timeline. An unannounced observation may also take place and must be for at least 30 minutes. If an unannounced observation will occur, the administrator must notify the teacher with a timeframe to be completed within a week. Upon the completion of the observations, two Evaluator Summaries will be completed.

Each of the four domains refers to a distinct aspect of teaching.

- **DOMAIN 1: Planning and Preparation** (how a teacher designs instruction)

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

- **DOMAIN 2: The Classroom Environment** (the interactions that occur in the classroom)

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

- **DOMAIN 3: Instruction** (the heart of teaching---the actual engagement of students in content)

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

- **DOMAIN 4: Professional Responsibilities** (the roles outside of and in addition to those in the classroom with students)

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

Rubrics exist for each component within the four domains, with ratings as follows:

- **Unsatisfactory**-"...does not yet appear to understand the concepts underlying the component."

- **Basic** - "...appears to understand the concepts underlying the component and attempts to implement its elements. Additional reading, discussion, visiting classrooms of other teachers, and experience...will enable the teacher to become proficient in this area."

- **Proficient**-"...clearly understands the concepts underlying the components and implements it well. Most experienced teachers will regard themselves and be regarded by others as performing at this level."

- **Distinguished**- "...master teachers and make a contribution to the field, both in and outside their school. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning." This embodies the level of excellence (benchmark) to which teachers strive.

Data extracted from: Charlotte Danielson, *Enhancing Professional Practice-A Framework for Teaching*

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient		Distinguished
1a: Demonstrating knowledge of content and pedagogy	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.		Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.		Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c: Establishing instructional outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.		Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and are adapted, where necessary, to the needs of individual students.
1d: Demonstrating knowledge of resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.		Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e: Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.		Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit displays a highly coherent structure.
1f: Designing student assessments	Teacher's approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional goals, or is inappropriate to many students. Teacher has no plans to use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals and is inappropriate for at least some students. Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional goals, and is appropriate to the needs of students. Teacher uses assessment results to plan for future instruction for groups of students.		Teacher's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student participation in their development. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient		Distinguished
2a: Creating an environment of respect and rapport	Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between teacher and students, and among students.	Interactions, both between the teacher and students and among students, reflect only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students.	Civility and respect characterize interactions, between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students.		Students play an important role in ensuring positive interactions among students. Relationships between teacher and individual students are highly respectful, reflecting sensitivity to students' cultures and levels of development.
2b: Establishing a culture for learning	Teacher displays little or no energy, and conveys low expectations for student achievement. The students themselves show little or no pride in their work.	Teacher's attempt to create a culture for learning is only partially successful, with both teacher and students appear to be only "going through the motions." Teacher displays minimal commitment to the work and only moderate expectations for student achievement. Students themselves display little pride in their work.	The classroom culture is positive, and is characterized by high expectations for most students, genuine commitment to the work by both teacher and students, with students demonstrating pride in their work.		High levels of student energy and teacher passion for the subject create a culture for learning in which both students and teacher share a belief in the importance of the subject, and all students hold themselves to high standards of performance, initiating improvements to their work.
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little loss of instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which have been established and function smoothly.		Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respectful to students.		Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: Organizing physical space	The physical environment is unsafe, or some students don't have access to learning. There is a significant mismatch between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement supports the learning activities. Teacher makes effective use of physical resources, including computer technology.		The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient		Distinguished
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language contains no errors but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development		Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher' attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.		Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure the participation of all students in the discussion.
3c: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Students help ensure that the activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with opportunities for student reflection and closure.		Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the representation of content, the groupings, activities, and the materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.		Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher seeks to ensure student success, but has only a limited repertoire of strategies to draw upon.	Teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs and interests.		Teacher is highly responsive to individual students' needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students.

Domain 4: Professional Responsibilities

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

Teacher Professional Growth Plan Form

Educator: _____   Building: _____

Gr. Level/
Curr Area: _____   Date Submitted: _____

Using the four domain rubrics, complete a self-evaluation and identify the domain and component(s) that you will focus on for professional growth (check all that apply):

Domain 1: Planning and Preparation		Domain 2: The Classroom Environment		Domain 3: Instruction	
	Demonstrating Knowledge of Content and Pedagogy		Creating an Environment of Respect and Rapport		Communicating Clearly and Accurately
	Demonstrating Knowledge of Students		Establishing a Culture for Learning		Using Questioning and Discussion Techniques
	Selecting Instructional Goals		Managing Classroom Procedures		Engaging Students in Learning
	Demonstrating Knowledge of Resources		Managing Student Behavior		Providing Feedback to Students
	Designing Coherent Instruction		Organizing Physical Space		Demonstrating Flexibility and Responsiveness
	Assessing Student Learning					

(Question 1 needs to be submitted and discussed during the pre-observation conference.)

1. Based on your professional growth focus area, how will you gain the knowledge/skills to increase student learning? i.e.- list specific strategies/examples you will use to obtain knowledge. Professional Development goals/objectives will be listed and connected to the teachers IDP.

2. Write a SMART Goal based on your professional growth area of focus:

Examples: SMART= Specific, Measurable, Attainable, Relevant and Timely
- As a result of using goals written in the form of student learning, each student will improve his/her score by at least 20% on the goal objective as evidenced by a teacher designed pre/post assessment to be given by March 20th.
- As a result of using Kagan Cooperative Grouping effectively, the students will be focused and on-task 95% of the time during three administrator or peer observations taking place over the next two months.
- As a result of focusing on differentiated math instruction groups, the students with the highest need will work with the teacher in small groups 20% of the class time in a week.

This page is to be completed before the end of the school year for reflection of goals set.

Reflection on professional growth—What do you know now that you didn't know before?

Reflection on application- What are you doing now that you could/did not do before?

_____   _____
                    Educator Signature   Evaluator Signature

_____   _____
                           Date   Date

Each time the Professional Growth Plan is updated, it is to be printed and signed by both the educator and evaluator.

USD 379: Pre-Observation Form
Domain 1: Planning and Preparation

Teacher:	Grade Level/Subject Observing:
School:	Date of Observation:
1. Briefly describe the students in this class including those with special needs. (domain 1b)	2. What are the goals for this lesson? What do you want the students to learn? (domain 1c)
3. What difficulties do students typically experience in this area and how do you plan to anticipate these difficulties? (domain 1a)	4. How do you know student learning has occurred? (domain 1e)
5. How do you plan to use the results of the assessment? (domain 1f)	Teacher comments pertaining to observation setting: List any items you might want to call the attention of the administrator.

**Attach a lesson plan for evidence in 1d (use of resources) and also evidence of questions 2,4, and 5.

Evaluator Classroom Observation Record

For Evaluator Use

Educator: _____   Building: _____

Date of Pre-Conference: _____   Date of Observation: _____

Grade Level/ Curriculum Area Observed: _____

Selecting Instructional Goals: (1c) _____
_____
_____

Component 2a: Creating an Environment of Respect and Rapport	Component 3a: Communicating Clearly and Accurately
Component 2b: Establishing a Culture for Learning	Component 3b: Using Questioning and Discussion Techniques
Component 2c: Managing Classroom Procedures	Component 3c: Engaging Students in Learning
Component 2d: Managing Student Behavior	Component 3d: Providing Feedback to Students
Component 2e: Organizing Physical Space	Component 3e: Demonstrating Flexibility and Responsiveness

Guidelines for Evaluator:
1. *Evidence is gathered on component 1C and all components in Domains 2 and 3.*
2. *Evidence is gathered for other components in Domain 1, from the pre-observation form and PGP.*
3. *Evidence may be gathered in Domains 1 and 4 at the discretion of the evaluator and/or teacher.*

EVALUATOR SUMMARY: U.S.D. 379

Name _____   Teaching Assignment _____   School _____

Evaluator_____   Conference Date _____

PLANNING AND PREPARATION: DOMAIN 1	Unsatisfactory	Basic	Proficient	Distinguished	Comments **Evidence highlighted in rubrics as well as pre-observation form and Evaluator Classroom Observation Record** Comments are required for either "unsatisfactory, basic, or proficient" ratings
A. Demonstrating Knowledge of Content and Pedagogy					
B. Demonstrating Knowledge of Students					
C. Selecting Instructional Outcomes					
D. Demonstrating Knowledge of Resources					
E. Designing Coherent Instruction					
F. Designing Student Assessments					
THE CLASSROOM ENVIRONMENT: DOMAIN 2					
A. Creating an Environment of Respect and Rapport					
B. Establishing a Culture for Learning					
C. Managing Classroom Procedures					
D. Managing Student Behavior					
E. Organizing Physical Space					
INSTRUCTION: DOMAIN 3					
A. Communicating with students					
B. Using Questioning and Discussion Techniques					
C. Engaging Students in Learning					
D. Using assessment in instruction					
E. Demonstrating Flexibility and Responsiveness					
PROFESSIONAL RESPONSIBILTIES: DOMAIN 4					
A. Reflecting on Teaching					
B. Maintaining Accurate Records					
C. Communicating with Families					
D. Participating in a professional community					
E. Growing and Developing Professionally					
F. Showing Professionalism					

PROGRESS TOWARDS PROFESSIONAL SMART-GOALS:

GENERAL COMMENTS / REMARKS OF EVALUATOR:

COMMENTS OF TEACHER:

_____   _____
EVALUTOR'S SIGNATURE   DATE   TEACHER'S SIGNATURE   DATE
(Signature indicates a review of the completed appraisal; it does not signify agreement with contents. A copy of this form will be placed in the Personnel file.)

Elementary Survey Class Survey
Please listen to the following questions. Answer as honestly as you can by circling happy or sad.

1. Is homework sent home enough times a week?

2. Is more homework needed in kindergarten?

3.   Do you complete and return your homework every time it is given?

4. Does the teacher give clear directions that are easy to follow?

5. Do you have enough work time during class?

6. Do you feel safe in your classroom?

7. Does the way your classroom look invite you to come in and learn?

8. Is your classroom and environment of respect where students get along with one another?

9. Is your classroom an environment of respect between the teacher and the students?

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IT'S YOUR TURN
How do you rate me as a teacher?

After each statement, mark the box that best applies.

	Always	Usually	Seldom	Never
1. I give clear directions.				
2. I include a variety of activities.				
3. I give you enough time to do your homework.				
4. I give you extra help if you need it.				
5. I make the room a good place to learn.				
6. I give you the grades you earn.				
7. I treat you fairly.				
8. I understand your problems and interests.				
9. I make school interesting.				

What do I do that makes me a good teacher?

Tell me how I can improve.

8.4 Student Survey
Middle School

After reading each statement, circle the answer that best describes your response.

Thank you!

Circle: Male   Female

1 = Strongly disagree   3 = Agree
2 = Disagree   4 = Strongly agree

1. Homework prepares me for tests.   1 2 3 4
2. Learning takes place in this class.   1 2 3 4
3. My teacher has reasonable expectations of me.   1 2 3 4
4. My teacher is cheerful.   1 2 3 4
5. My teacher treats me fairly.   1 2 3 4
6. My teacher gives me the grades I earn.   1 2 3 4
7. My teacher disciplines fairly.   1 2 3 4
8. If I ask for help, she willingly gives it.   1 2 3 4
9. I have a reasonable amount of homework   1 2 3 4
10. My science teacher likes me   1 2 3 4

What are some of the things you like about my classroom that should remain the same next year?

Do you have any suggestions for changes to be made for next year's class?

2009-2010 Complete Version   7-8-4   Fall '09

8.3 Student Survey
Middle School

Dear Student:

Please take a few minutes to respond to this survey. I will use the information to help me become a more effective teacher.

It is not necessary to sign this survey, but you may if you wish. Thank you for your help.

Teacher Name_____   Date_____

School_____

Please carefully read the following statements about the teacher. Circle the answer which most closely expresses your feelings.

1 = Strongly disagree   3 = Agree
2 = Disagree   4 = Strongly agree

1. The teacher gives clear directions and checks to make sure students understand.   1 2 3 4
2. The teacher treats students with respect.   1 2 3 4
3. The teacher gives accurate and current information.   1 2 3 4
4. The teacher appears to enjoy teaching.   1 2 3 4
5. The teacher treats all students fairly and has clear classroom expectations.   1 2 3 4
6. The teacher explains and shows me how to complete assignments.   1 2 3 4
7. The teacher is willing to give me help when I ask.   1 2 3 4
8. The teacher informs me of deadlines and expectations for quality work.   1 2 3 4
9. The teacher uses a variety of activities during lessons (such as group work, lectures, videos, etc.)   1 2 3 4
10. The teacher works to maintain a safe and pleasant learning environment.   1 2 3 4
11. The teacher lets me know when I am doing well or when I need to work harder   1 2 3 4
12. The teacher challenges me to work at my highest level.   1 2 3 4

What other things could the teacher do that would help students to learn better or accomplish more?

What things does the teacher do that you appreciate or find especially helpful?

Source: Newton USD #373

THANK YOU FOR COMPLETING THIS SURVEY!

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2009-2010 Complete Version   7-8-3   Fall '09

8.5 Student High School Survey

Dear Student:

Please take a few minutes to respond to this survey. I will use the information to help me become a more effective teacher.

It is not necessary to sign this survey, but you may if you wish. Thank you for your help.

Teacher Name_____ Date_____

School_____

Please carefully read the following statements about the teacher. Circle the answer which most closely expresses your feelings.

1 = Strongly disagree   3 = Agree
2 = Disagree   4 = Strongly agree

1. This teacher seems to know the subject well.	1 2 3 4
2. This teacher understands my problems.	1 2 3 4
3. This teacher makes me feel comfortable when I ask questions.	1 2 3 4
4. This teacher enjoys teaching.	1 2 3 4
5. This teacher returns assignments within a reasonable time.	1 2 3 4
6. This teacher makes me want to learn new things.	1 2 3 4
7. This teacher explains and shows how to complete assignments.	1 2 3 4
8. This teacher informs me of expectations for quality work.	1 2 3 4
9. This teacher always tells me when I do good work.	1 2 3 4
10. My homework assignments help me to learn.	1 2 3 4
11. This teacher enforces classroom rules fairly.	1 2 3 4
12. This teacher treats me with respect.	1 2 3 4
13. This teacher makes me think about the subject.	1 2 3 4
14. This teacher enjoys young people.	1 2 3 4

What other things could the teacher do that would help students to learn better or accomplish more?

You may use this space to write any other comments

Source: Newton USD #373

THANK YOU FOR COMPLETING THIS SURVEY!

8.8 Parent Survey

I constantly strive to be a better teacher. Parental perceptions of my classroom are very important to me. I would appreciate you taking a moment to respond to this questionnaire. Please circle the appropriate answer:

1 = Strongly disagree   3 = Agree
2 = Disagree   4 = Strongly agree

1. Do you feel the academic needs of your child are being met?	1	2	3	4
2. Have I kept you informed of your child's progress?	1	2	3	4
3. Do you feel free to contact me?	1	2	3	4
4. If you have contacted me, was I prompt in replying?	1	2	3	4
5. Do you feel that I know your child as well as I should?	1	2	3	4
6. Do you believe that I have been helpful in working with your child to learn science?	1	2	3	4
7. Do you feel that I teach information that is important?	1	2	3	4
8. My child has learned a lot in science.	1	2	3	4

9. What are some of the things you like about my classroom that should remain the same next year?

10. Do you have any suggestions for changes that you have not mentioned?

8.6 Student Survey
High School

Dear Students:

Please take a few moments to complete the following open-ended survey. This will help me determine ways that I can grow as a teacher. Please place this **anonymous** form in the large brown envelope located _____ when you are through. Thanks for taking the time!

1. How well do I communicate with you? (Lesson information, homework, and project directions, newsletter, progress reports, etc.)

2. Do you view me as organized and having an appropriate amount of structure? (Planning activities, preparation of materials, providing rules for the class)

3. What is your view on homework? (Too much, too little, enough explanation, sufficient study time and preparation for tests)

4. How do you view my teaching style/effectiveness? (Variety of activities, knowledge of subject, meeting your needs of ability and different learning styles)

5. How well do we relate? (Positive support, comfort level of asking questions, discipline, solving problems)

6. Additional comments:

8.7 Commercial Horticulture
(Contributed by Debra Rachel)

Course Evaluation - _____

Please circle the response that best represents your belief for each of the following items using the rating scale below:

1= Strongly Disagree   2=Disagree   3= Agree   4=Strongly Agree

1. The time in this class was productive and informative.	1	2	3	4
2. The instructor created an environment conducive to learning.	1	2	3	4
3. The instructor made him/herself available for questions.	1	2	3	4
4. The course was sequenced in a way that I could follow.	1	2	3	4
5. The instructor was knowledgeable on the subject matter.	1	2	3	4
6. The instructor encouraged participation of all students.	1	2	3	4
7. The instructor conveyed key concepts early.	1	2	3	4
8. The standards for evaluating your performance were made clear to me.	1	2	3	4
9. The instructor treated students fairly.	1	2	3	4
10. The instructor gave students adequate feedback.	1	2	3	4
11. The method of assigning grades was clear.	1	2	3	4
12. I found this course valuable.	1	2	3	4
13. My knowledge of the subject increased.	1	2	3	4
14. The materials presented in this class were difficult.	1	2	3	4
15. The workload in this class was too heavy.	1	2	3	4
16. The instructor covered material at a comfortable pace.	1	2	3	4
17. The instructor was concerned about my progress.	1	2	3	4
18. The instructor encouraged regular attendance and good workplace skills.	1	2	3	4

Suggestions to help improve the class:

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Additional Rubrics:

Library Media/Specialist

Counselor

Nurse

Preschool

Library Media Specialist Rubrics

Note: Librarian and Teacher are used interchangeable throughout rubrics

LIBRARY MEDIA SPECIALIST DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important to student learning of content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content-Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for the best practice and anticipates student misconceptions.

Component 1b: Demonstrating Knowledge of Students

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays through understanding of typical developmental characteristics of age group as well as expectations to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to patterns, and the extent to which each student follows patterns.
Knowledge of Students' Varied Approached to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for each students, including those with special needs.
Knowledge of Students; Interest and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interest or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interest or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interest or cultural heritage of each student.

Component 1c: Selecting Instructional Goals

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Value	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in important learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
Clarity	Goals are either not clear or are stated as students activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but many include a few activities, Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students	Goals are not suitable for class.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
Balance	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.

Component 1d: Demonstrating Knowledge of Resources

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

Component 1e: Designing Coherent Instruction

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit in fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a united whole and reflecting recent professional research.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
Lessons and Unit Structure	The lesson or unit has no clearly defined structure, or he structure is chaotic. Time allocations are unrealistic.	The lessons or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to the students needs.

Component 1f: Assessing Student Learning				
Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Congruence with Instructional Goals	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are normally assessed through the proposed plan, but the approach is more suitable to some goals than others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessments criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
Use for Planning	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.

LIBRARY MEDIA SPECIALIST DOMAIN 2: THE CLASSROOM ENVIROMENT

Component 2a: Creating an Environment of Respect and Rapport				
Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher and staff.	Teacher–student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respects respect for teacher and staff.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher and staff.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher and staff as individuals, beyond that for their roles.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior towards one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

Component 2b: Establishing a Culture for Learning				
Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Important of the Content	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent by in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Students Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather then do high quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers. And ensuring that high-quality work is displayed.
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only moderate expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

Component 2c: managing Classroom Procedures

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Management of Instructional Groups	Students not working with teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times. With students assuming responsibility for productivity.
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operations.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling material and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
Performance of Non-Instructional Duties	Considerable instructional time is lost in performing non- instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operations.
Supervision of Volunteers and Staff	Volunteers, library staff, and students assistants have no clearly defined duties or do nothing most of the time.	Volunteers, library staff, and student assistants have clearly identified duties and are productively engaged with minimal supervision.	Volunteers, library staff, and student assistants are productively and independently engaged.	Volunteers, library staff, and student assistants make a substantial contribution to maintain a productive library environment.

Component 2d: Managing Student Behavior

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

Component 2e: Organizing Physical Space

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Safety and Arrangement of Furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom s safe, and students adjust the furniture to advance their own purposes of learning.
Accessibility to Learning and Use of Physical Resources	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use [physical resources optimally, and students ensure that all learning is equally accessible to all students.

LIBRARY MEDIA SPECIALIST DOMAIN 3: INSTRUCTION

Component 3a: Communicating Clearly and Accurately

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Directions and Procedures	Teacher directions and procedures are confusing to students	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language many contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' age or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interest.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lessons.

Component 3b: Using Questioning and Discussion Techniques

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Quality of Questions	Teacher's questions are virtually all-poor quality.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of the teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are informally high quality, with adequate time for all students to respond. Students formulate many questions.
Discussion Techniques	Interaction between teacher and students is predominately recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with teacher stopping when appropriate, to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

Component 3c: Engaging Students in Learning

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality. Some is done skillfully, with good examples, other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experiences.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
Activities and Assignments	Activities and assignments are inappropriate for students in the terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in the exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of Students	Instructional groups are inappropriate so the students or the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	Instructional material and resources are suitable to the instructional goals and engage students mentally.	Instructional material and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.
Structuring and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

Component 3d: Providing Feedback to Students

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Quality, Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or it is uniformly poor quality.	Feedback is inconsistent in quality. Some elements of high quality are present, others are not.	Feedback is consistently high quality.	Feedback is consistently high quality/ Provision is made for students to use feedback in their learning.
Timelines	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

Component 3e: Demonstrating Flexibility and Responsiveness

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
Response to Students	Teacher ignores or brushes aside students' questions or interest.	Teacher attempts to accommodate students' questions or interest. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates student's questions or interest.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the successes of all students but has only limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

LIBRARY MEDIA SPECIALIST DOMAIN 4 PROFESSIONAL RESPOINSIBILITIES

Component 4a: Reflecting on Teaching

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Accuracy	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which is achieved it's goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples for the lesson and weighing the relative strength of each.
Use in Future Teaching	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what they may try another time.	Drawing in an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

Component 4b: Maintaining Accurate Records: i.e. collection & circulation statistics, inventory, budgets. Orders, year end reports, etc.

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Accuracy	Librarian's system for maintaining information is in disarray.	Librarian's system for maintaining information is rudimentary and only partially effective.	Librarian's system for maintaining information is mostly effective.	Librarian's system for maintaining information is fully effective.
Timeliness	Librarian does not complete record keeping within the required time frame.	Librarian completes some records, but not all records, within the required time frame.	Librarian completes most required records within the required time frame.	Librarian completes all required records within the required time frame.
Comprehension	Librarian's records are in disarray, resulting in errors and confusion.	Librarian's records are adequate, but they require frequent discussion to understand.	Librarian's system for maintaining and reporting information is fully comprehensible resulting in effective interpretation.	Librarian's system for maintaining and reporting information is highly effective resulting in a solid foundation for discussion making.

Component 4c: Instructional Partner

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Incorporation of Information literacy into curriculum	Librarian fails to incorporate information literacy into curriculum and assessment projects.	Librarian occasionally integrates information literacy into curriculum and assessment projects. All components are not present.	Librarian includes all components of information literacy into curriculum and assessment projects.	Librarian includes all components of information literacy into curriculum and assessment projects. Students are independent and effective uses of information in a variety of formats.
Collaborating with individual teachers	Librarian fails to remain plan with classroom teachers	Librarian intermittently plans with classroom teachers in instructional units.	Librarian initiates interaction with classroom teachers in planning instructional; activities.	Librarian assumes leadership role in planning instructional activities. Librarian provides a wide range of ideas that support teachers in providing effective instructional units.
Dissemination of information on new educational developments	Librarian fails to remain informed or to disseminate information on new educational developments.	Librarian provides limited information or promotion of new educational developments.	Librarian provides continuing education in the selection, evaluation, and use of materials and emerging technologies for the delivery of information and instruction.	Librarian is an enthusiastic leader in disseminating information on new educational developments. There is ample evidence of current and continuing efforts by the librarian to stay informed of the broad issues within the field of educators.
Provides leadership on using technology	Librarian fails to provide leadership in using technology.	Librarian has a basic knowledge of technology. Librarian advises students and teachers in media design and production through instruction and/ or inservice programs.	Librarian continues to learn about technology. Librarian teaches students and teachers in media design and production through instruction and/or inservice programs.	Librarian's knowledge of technology permits production of highly creative projects incorporating a wide range of media. Librarian teaches students and teachers through instruction and/or inservice programs.

Component 4d: Contributing to the School District

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teachers maintains cordial relationships with colleagues to fulfill the duties that the school district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among faculty.
Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making substantial contributions.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in School and District Projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

Component 4e: Growing and Developing Professionally

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Enhancement of Contract Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
Service to the Profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teachers finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

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Component 4f: Showing Professionalism				
Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Service to Students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students. Seeking out resources when necessary.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works within the context of a particular team or department to ensure all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision Making	Teacher makes decisions based on self-serving interest.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participated in team or departmental decision-making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

Counselor Evaluation Rubrics

SC: _____   **Evaluator/ Supervisor:** _____

Grade: _____   **School:** _____

Date: _____

Domain 1: Instructional skills and planning sessions.

CRITERIA	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 1A: The SC presents counseling units/ resources effectively.	SC is inconsistent in organizing counseling units/ resources. There is little evidence of the use of effective counseling strategies and consequently, poor student mastery of counseling competencies occurs.	SC usually organizes counseling units/ resources to ensure student mastery of counseling competencies.	SC organizes counseling units/ resources based on student needs. SC establishes an environment that encourages learning and uses effective counseling strategies that ensure student mastery of counseling competencies.	SC is highly skilled in organizing counseling units/ resources based on students needs. SC establishes an environment highly conducive to learning and uses a wide array of counseling strategies to ensure student mastery of counseling competencies.

Domain 2: Guiding individuals, groups of students and parents through the development of educational and career plans.

CRITERIA	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 2a: SC collaborates with parents to help students establish goals and develop and use planning skills	SC fails to assist students in determining their abilities, achievements, interest, and goals.	SC usually assists students in determining their abilities, achievements, interest, and goals.	SC assists students in determining their abilities, achievements, interest, and goals. SC involves teachers, other professionals, and parents in students educational and career planning.	SC assists students in determining their abilities, achievements, interest, and goals. SC actively encourages teachers, other professionals, and parents to participate in students educational and career planning.
Component 2b: SC demonstrates accurate and appropriate interpretation of assessment data.	SC does not interpret data or present information accurately and appropriately.	SC interprets data and information minimally. Assessment data are used in an ethical confidential manner.	SC interprets data and presents information accurately and appropriately. Assessment data are used in and ethical confidential manner.	SC applies basic statistical concepts and principals of measurement in the use of assessment data, making certain that the confidential nature of individual assessment data is respected. SC organizes and makes educational and career information available in an effective manner.

Domain 3: Individual/ small group counseling, consultation and referral skills.

CRITERIA	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 3a: SC counsels individual students and small groups of students with identified needs and concerns.	SC fails to counsel individual students and small groups of students with indentified needs and concerns.	SC counsels individual students and small groups occasionally using a limited number of techniques.	Sc counsels individual students and small groups of students based on identified needs, using appropriate theories and techniques.	Sc makes sure that students, parents, teachers, and administrators know the process to refer students for individual and/ or small group counseling. SC uses appropriate theories and techniques in working with students, assisting in the establishment of concrete plans, aimed at problem resolution.
Component 3b: SC consults effectively with parents, teachers, administrators, and other relevant individuals.	SC fails to consult with parents, teachers, administrators, and other relevant individuals.	SC usually consults with parents, teachers, administrators, and other relevant individuals.	SC consults on a regular basis with parents, teachers, administrators, and other relevant individuals.	SC knows and uses an effective consultation model in working with parents, teachers, administrators, and other relevant individuals. SC assists consultees' development and implementation of plans of action.
Component 3c: SC implements an effective referral process in collaboration with parents, administers, teachers, and other school personnel.	SC fails to implement an effective referral process.	SC implements a limited referral process.	SC consistently implements a referral process in collaboration with parents, administrators, teachers and other school personnel.	SC explains the referral process to others clearly and concisely and maintains an up-to-date list of referral sources. SC makes referral appropriately, assists parents and students, and participates in the development of follow-up activities for students.

Domain 4: Program management and support of other educational programs.

CRITERIA	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 4a: SC provides a comprehensive and balances counseling program in collaboration with school staff.	SC fails to provide a comprehensive and balanced counseling program.	SC usually provides a comprehensive and balanced counseling program.	SC consistently and effectively provides a comprehensive and balances counseling program.	SC, working with other school staff, provides students with the full array of counseling resources based on their needs. SC uses counseling resources appropriately, and evaluated the program using the data gained to improve the program.
Component 4b: SC provides support for other school programs.	SC fails to provide support to other school programs.	Sc usually provides support to other school programs.	SC contributes effectively and on a regular basis supporting other school programs.	SC works cooperatively with other school personnel in the best interest of students and for the betterment of the school.

Domain 5: Professional communication and interaction with school community

CRITERIA	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 5a: SC demonstrates positive interpersonal relations with students.	SC has poor interpersonal relations with students.	SC exhibits competence in interpersonal relations with students	SC has effective interpersonal relations with students that open likes of communication.	SC has excellent interpersonal skills and uses them very effectively with students. SC works closely with students providing a climate of trust.
Component 5b: SC demonstrates positive interpersonal relations with educational staff.	SC has poor interpersonal relations with educational staff.	SC exhibits competence in interpersonal relations with educational staff.	SC uses professionally appropriate interpersonal skills when interacting with staff.	SC has excellent interpersonal skills and uses them very efficiently with staff. SC works closely with educational staff providing a climate of trust that facilitates communication and cooperation.
Component 5c: SC demonstrates positive interpersonal relations with parents/ patrons.	SC fails to demonstrate positive interpersonal relations with parents/ patrons.	SC exhibits competence in interpersonal relations with parents/ patrons.	SC has effective interpersonal relations with parents/ patrons that open up the lines of communication.	SC works closely with parent/patrons providing a climate of trust that opens up communication. SC handles expressions of conflict effectively and in a constructive manner.

Domain 6: Professional responsibilities

CRITERIA	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 6a: SC demonstrates a commitment to ongoing professional growth.	SC seldom voluntarily participates in professional growth activities.	SC usually participates in professional growth activities.	SC consistently participates in professional growth activities.	SC seeks out opportunities for professional growth through membership in professional organizations, coursework, workshops, and conferences. SC's professional development is aligned to professional counseling standards and district and building goals and objectives.
Component 6b: Sc possesses professional and responsible work habits.	SC fails to display professional and responsible work habits in carrying out counseling program responsibilities. SC fails to use technology as a management and counseling tool.	SC usually displays professional and responsible work habits in carrying out counseling program responsibilities. SC occasionally uses technology as a management and counseling tool.	SC consistently displays professional and responsible work habits in carrying out counseling program responsibilities. SC uses technology as a management and counseling tool.	SC carries out counseling responsibilities promptly and accurately in line with the established job description. SC integrates technology into the counseling program to benefit those involved.
Component 6c: SC follows the profession's ethical and legal standards and guidelines.	SC fails to follow the profession's ethical standards, district policies, and legal guidelines.	SC usually follows profession's ethical standards, district policies, and legal guidelines.	SC consistently adheres to the profession' ethical standards, district policies, and legal guidelines.	SC consistently adheres to the profession's ethical standards, district policies, and legal guidelines. SC follows standards in regard to confidentiality, does not impose values on others, and demonstrates impartially with regard to gender, ethically, and promotes diversity.

School Nurse Evaluation Rubrics

SCHOOL NURSE DOMAIN 1: Health Appraisal and Assessment

Component 1a: Demonstrating Knowledge of Collection of Data for a Health History			
Elements	Level of Performance		
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Collection of data for a health history	The school nurse does not demonstrate fundamental knowledge of health history components.	The school nurse demonstrates minimal knowledge of health history components.	The school nurse demonstrates consistent understanding of health history components.	The school nurse applies the knowledge of thoroughly collecting the data for a health history while making intervention decisions.

Component 1b: Demonstrating Knowledge of Anatomy and Pathophysiology of Body Systems			
Elements	Level of Performance		
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Knowledge of the anatomy and patophysiology of body systems	The school nurse does not demonstrate a fundamental knowledge of anatomy and patophysiology	The school nurse has a basic knowledge of anatomy and patophysiology.	The school nurse demonstrates an understanding between the anatomy of bodily systems and pathophysiology.	The school nurse applies the knowledge of pathophysiology while making nursing assessments.

Component 1c: Demonstrating Knowledge of Emergencies In the School Setting			
Elements	Level of Performance		
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Emergencies in the school setting	The school nurse does not follow general emergency guidelines and first aid measures for emergency care in the school setting.	The school nurse has a basic understanding of general emergency guidelines and first aid measures.	The school uses the knowledge of basic first aid measures and general emergency guidelines while responding to an emergency situation in the school setting.	The school nurse demonstrates appropriate assessment skills of an emergency situation in the school setting by administering, instructing, and/ or delegating to others first aid emergency care.

Component 1d: Demonstrating Knowledge of Acute, Episodic, and Chronic Health Conditions			
Elements	Level of Performance		
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Acute, episodic, and chronic health conditions	The school nurse does not demonstrate a fundamental knowledge of acute, episodic, and chronic health conditions as relative to the school health setting.	The school nurse has a limited knowledge and past experience in the assessment of acute, episodic, and chronic health conditions as relative to the school health setting.	The school nurse demonstrates a broad knowledge of acute, episodic and chronic health conditions.	The school nurse demonstrates a through understanding of acute, episodic and chronic health conditions while making nursing assessments and appropriate interventions in the school health setting.

Component 1e: Demonstrating Knowledge of Communicable Diseases			
Elements	Level of Performance		
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Communicable Diseases	The school nurse does not demonstrate knowledge of communicable diseases.	The school nurse demonstrates minimal knowledge of communicable diseases.	The school nurse demonstrates knowledge of communicable diseases.	The school nurse demonstrates through knowledge of communicable diseases and make appropriate referrals as needed.

SCHOOL NURSE DOMAIN 2: Health Promotion and Prevention

Component 2a: Required Health Documents for School Entry			
Elements	Level of Performance		
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Immunization requirements	The school nurse does not demonstrate a knowledge of the required immunization schedule	The school nurse demonstrates a basic knowledge of the required immunization schedule. Maintains current KCI/ computerized record.	School nurse works diligently to meet the state mandated requirements. In addition, School nurse coordinates the exclusion of unprotected students according to district policy.	The school nurse communicates immunization requirements to parents and collaborates with outside community agencies, other school districts and physician's offices.
The certificate of child health examination	The school nurse does not demonstrate a knowledge of child health examination components.	The school nurse demonstrates a basic knowledge of the child health examination components.	School nurse has a thorough understanding of the child health examination certificate and interprets health status.	The school nurse maintains and coordinates the certificate of child health records in an organized and professional manner for each student.

Component 2b: Demonstrating Knowledge of Risk Reduction and Infection Control			
Elements	Level of Performance		
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Risk Reduction and Infection Control	The school nurse does not possess knowledge of or ignores opportunities for risk reduction and infection control.	The school nurse possesses a basic understanding of risk reduction and infection control.	The school nurse identifies and provides information to students, parents, and staff members to correct deficient patterns of health care.	The school nurse communicates to students, parents and staff and also collaborates with appropriate agencies. The school nurse has an understanding of primary, secondary and tertiary prevention.
Health and Safety Education	The school nurse does not possess knowledge of health and safety measures in the school setting.	The school nurse possesses a basic understanding of health and safety measures as outlined by USD 379.	The school nurse identifies and provides information to students, parents and staff members of health safety measures.	The school nurse consistently provides information to enhance health and safety in the school setting. The school nurse encourages students to develop patterns of healthful living and to accept responsibility for his/ her own health well-being.

Component 2c: Knowledge of Counseling/ Communication Techniques				
Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Communication Techniques	The school nurse has no understanding of effective communication techniques.	The school nurse has a basic knowledge of effective communication techniques.	The school nurse identifies opportunities to advice, educate and teach health issues.	The school nurse understands a variety of effective communication techniques: develops rapport and relationships with students, parents, and/or staff to advise or educate on specific health issues with an awareness of confidentiality.

Component 2d: Nursing Management of Protocols and Policies				
Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Medication Policy	The school nurse does not possess an understanding of the district's medication policy regulating the authorization of medication in the school setting.	Te school nurse has a basic understanding of the district's medication policy regulating the authorization of medication in the school setting.	The school nurse implements the district's medication policy as defined.	The school nurse collaborates with parents, physicians, and students regarding safe distribution of medication. The school nurse maintains proper authorization and documentation of records. The school nurse provides appropriate storage of medications.
Management of Health Records	The school nurse does not possess an understanding of compliance with state, federal laws, regulations and guidelines governing school health records.	The school nurse has a basic understanding of the need for compliance of school health records.	The school nurse maintains accurate and complete health records of each student while maintaining confidentiality.	The school nurse efficiently interprets health record information. Seeks out clarification of incomplete records while striving for the goal of compliance of all records according to state law.

Component 2e: Administrative Health Issues				
Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Supervision and delegation of Care	The school nurse does not understand roles and responsibilities that may be delegated to Unlicensed Assistive Personnel (UAPs).	The school nurse has a limited awareness of nursing responsibilities that may be delegated to UAPs.	The school nurse clearly defines tasks to be delegated to UAPs within guidelines of their job description.	He school nurse delegates tasks, provides supervision, inservice training and evaluation of performance of UAPs.

SCHOOL NURSE DOMAIN 3: Special Health Issues

Component 3a: Pregnancy and Sexuality				
Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Ability to identify needs regarding sexuality and pregnancy	The school nurse is unable to recognize the needs regarding sexuality and pregnancy.	The school nurse possesses a general knowledge of the health issues surrounding sexuality and pregnancy.	The school nurse consistently recognizes the needs and implements appropriate interventions.	The school nurse possesses through knowledge of appropriate community/ outside agencies and provides referrals.

Component 3b: Psychosocial Problems				
Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Knowledge of psychosocial needs impacting student's health	The school nurse has no knowledge of the psychosocial needs of the students.	The school nurse has limited knowledge of the psychosocial needs of the students.	The school nurse consistently demonstrates and understanding of the psychosocial needs of the students.	The school nurse consistently collaborates with colleagues and appropriate outside community agencies as needed.

Component 3c: Abuse and Neglect				
Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Knowledge of abuse and neglect	The school nurse does not recognize and/ or does not report abuse and neglect.	The school nurse understands all categories of child abuse are required by law to be reported to the proper authorities.	The school nurse consistently recognizes and reports all categories of abuse to appropriate authorities.	The school nurse collaborates with appropriate support services. Performs physical assessment, documents findings, provides first aid for all injuries requiring emergency management, reports suspicion of abuse/ neglect to authorities in accordance to the child protection laws and school district policies.

Component 3d: Educational Health Management				
Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Individualized Education Plan (IEP)	The school nurse does not understand the process of creating an IEP for an identified student with a medical need.	The school nurse has a basic understanding of the process of creating an IEP for an identified student with a medical need.	The school nurse participates in developing a goal that is educationally relevant to an individual medical need.	The school nurse consults and collaborates with other school personnel, the parents and the student, in gathering other health related information pertinent in developing an IEP goal,
Student Support Team (SST)	The school nurses does not provide and accurate report and does not communicate effectively with those involved in the SST.	The school nurse provides a basic report.	The school nurse provides an accurate report and attends the SST to present findings.	The school nurse provides an accurate report, as needed, communicates pertinent health information, and contributes in determining special education eligibility.
Individualized Health Plan (IHP)	The school nurse does not possess an understanding of an IHP.	The school nurse possesses a basic understanding of a basic IHP.	The school nurse develops and IHP for a student with a medical need that interferes with the educational process.	The school nurse constructs the IHP that contains the following identifiable parts: Assessment, Nursing Diagnosis, Student Outcome, Interventions and Evaluation to reflect the needs of a student in an educational setting.
Special Education laws and Section 504 of the Rehabilitation Act	The school nurse does not possess knowledge of special education laws and/ or section 504.	The school nurse has a basic knowledge of special education laws and section 504.	The school nurse has a through understanding of special education laws and section 504.	The school nurse collaborates with other school personnel, the parents and student and other appropriate outside community agencies to provide necessary accommodations.

Component 3e: Safe and Healthy Work Environment				
Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Safe and Healthy Work Environment	The school nurse rarely promotes a safe and healthy work environment.	The school nurse occasionally promotes a safe and healthy work environment.	The school nurse is actively engaged in promoting a safe and healthy work environment.	The school nurse is actively engaged in the health and safety of the community and/ or contributes to a healthy environment on a district and campus level.

Component 3f: Technology Assistance				
Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Knowledge of medical technology in the school setting.	The school nurse lacks awareness or is resistant to medical technology.	The school nurse has a limited awareness of medical technology used in the school setting.	The school nurse demonstrates the ability to utilize medical technology in a school setting.	The school nurse demonstrates a broad knowledge of current medical technology and pursues educational opportunities to enhance delivery of services in the school setting.

SCHOOL NURSE DOMAIN 4: Professional Issues

Component 4a: Legal Considerations				
Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Nursing Practice Act	The school nurse does not possess an understanding of how Kansas Nurse Practice Act regulates school nursing.	The school nurse has a basic understanding of how the Kansas Nurse Practice Act regulates school nursing.	The school nurse utilizes the Kansas Nurse Practice Act as a guideline for nursing care in the educational setting.	The school nurse possesses a through understanding of the Kansas Nurse Practice Act, what nursing care can be delegated, qualifications of persons providing nursing care, and how failure to comply may result in litigation or loss of ones nursing license.

Component 4b: Growing and Developing Professionally				
Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Formal	The school nurse does not pursue opportunities to expand his/ her knowledge base or acquire new skills.	The school nurse pursues course work, seminars and workshops to enhance knowledge and develop skills	The school nurse is active in developing expertise in relevant areas and shares that knowledge and expertise with colleagues.	The school nurse continually expands knowledge and skills, sharing with colleagues and incorporating knowledge into practice and programs. The school nurse maintains professional affiliations.
Informal	The school nurse does not engage in reading and discussions related to professional issues.	The school nurse engages in reading and discussions related to professional issues.	The school nurse actively shares from personal reading and initiates discussions with colleagues about issues related to school nursing.	The school nurse incorporated knowledge and insights into daily practice utilizing professional journals, resources, and other technologies.

Component 4c: Developing Relationships with Community Resources and Agencies				
Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Awareness of available resources and community agencies	The school nurse is unaware of available resources and does not provide appropriate referrals.	The school nurse has general knowledge of resources and makes appropriate referrals, as needed.	The school nurse has comprehensive knowledge of available resources and makes appropriate referrals as needed.	The school nurse is a resource for others in sharing knowledge and making referrals to community resources and agencies.
Cooperative working agreement with community agencies	The school nurse does not make appropriate referrals and does not respond to request from community agencies regarding the student's needs.	The school nurse makes appropriate referrals and responds to request from community agencies.	The school nurse actively collaborates with community agencies.	The school nurse initiates effective relationships with community agencies.

Component 4d: Demonstrating Professional Conduct, Ethics and Collegiality				
Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Ethics and Professional conduct	The school nurse does not have an understanding of the issues involving ethics and processional conduct.	The school nurse has a basic knowledge of proper professional conduct and ethics.	The school nurse demonstrates proper professional and ethical conduct.	The school nurse is a resource for others in issues of professional conduct and ethics.
Standards of professional School Nursing Practice	The school nurse is not aware of the standards of school nursing practice.	The school nurse has a basic understanding of the Standards of Professional School Nursing Practice.	The school nurse has a through knowledge of the Standards of Professional School Nursing Practice.	The school nurse consistently uses the Standards of Professional School Nursing Practice as a guideline of competent practice.
Collegiality	The school nurse does not interact with nurses and interdisciplinary colleagues.	The school nurse does interact with other nurses and interdisciplinary colleagues.	The school nurse has a positive relationship with other nurses and interdisciplinary colleagues.	The school nurse interacts with nursing and interdisciplinary colleagues to enhance professional practice and the health care of the students.

Pre-School Evaluation Rubrics

PRESCHOOL DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Knowledge of Content	Teacher makes content errors or does not correct errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important to student learning of content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking cause for student misunderstandings.
Knowledge of Content-Related Pedagogy	Teacher displays little understanding of the prerequisite knowledge of pedagogical issues involved in student learning of the content.	Teacher displays a basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	The teacher displays continuing search for best practice and anticipates student misconceptions.

Component 1b: Demonstrating Knowledge of Students

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of development characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays through understanding of typical developmental characteristics of age group as well as expectations to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to patterns, and the extent to which each student follows patterns.
Knowledge of Students' Varied Approaching to Learning	Teacher is unfamiliar with the different approaches to learning that student's exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays a solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable,	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class as a whole only.	Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.
Knowledge of Students' Interest and Cultural Heritage	Teacher displays little knowledge of students' interest or cultural heritage and does not indicate that suck knowledge in valuable.	Teacher recognizes the value of understanding students' interest or cultural heritage but displays this knowledge for the class as a whole.	Teacher displays knowledge of the interest or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interest or cultural heritage of each student.

Component 1c: Selecting Instructional Goals

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Value	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
Clarity	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.	All the goals for clear written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
Balance	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	

Component 1d: Demonstrating Knowledge of Resources

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Resources for Teaching	Teacher in unaware of resources available through the school or district.	Teacher displays a limited awareness of resources available through the school or district.	Teacher is full aware of all the resources available through the school or district.	In addition to being aware of the school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays a limited awareness of resources available though the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available though the community.

Component 1e: Designing Coherent Instruction

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Learning	Learning activities are not suitable to	Only some of the learning	Most of the learning activities are	Learning activities are highly relevant to

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Activities	students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Instructional Materials and Resources	Material and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources supports the instructional goals, and some engage students in meaningful learning.	All materials and resources support he instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of students' participation in selecting or adapting materials.
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organizes around time allocations are reasonable.	The lesson or unit's structure is clear and allows for different pathways according to the students needs.

Component 1f: Assessing Student Learning

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Congruence with Instructional Goals	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan,	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
Use of Planning	The assessment results affect planning for these students minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	

PRESCHOOL DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring. And respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Students Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior towards one another.	Student interactions are generally polite and respectful/	Students demonstrate genuine caring for one another as individuals and as students.

Component 2b: Establishing a Culture for Learning

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Importance of the Content	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicated importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

Component 2c: Managing Classroom Procedures

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Management of Instructional Groups	Students not working with teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and all groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
Supervision of Volunteers and Paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	Volunteers and paraprofessionals are productively engaged during portions of the class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

Component 2d: Managing Student Behavior			
Elements	Level of Performance		
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**

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

Component 2e: Organizing Physical Space			
Elements	Level of Performance		

Elements	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Safety and Arrangement of Furniture	The classroom is unsafe, or the furniture arrangement is not suitable to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purpose in learning.
Accessibility to Learning and Use of Physical Resources	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

PRESCHOOL DOMAIN 3: INSTRUCTION

Component 3a: Communicating Clearly and Accurately			
Elements	Level of Performance		

Elements	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Direction of Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' age or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interest.	Teacher's spoken and written language is correct and expressive, with well chosen vocabulary that enriches the lesson.

Component 3b: Using Questioning and Discussion Techniques			
Elements	Level of Performance		

Elements	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Quality of Questions	Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's questions are of high quality. Adequate time is available to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion Techniques	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.	
Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

Component 3c: Engaging Students in Learning			
Elements	Level of Performance		

Elements	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	
Structure and Pacing	The lesson has no clearly defines structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconstant.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

Component 3d: Providing Feedback to Students				
Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Quality, Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality	Feedback is inconsistent in quality. Some elements of high quality are present, others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students making prompt use of the feedback in their learning.

Component 3e: Demonstrating Flexibility and Responsiveness				
Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
Response to Students	Teacher ignores or brushed aside students' questions or interest.	Teacher attempts to accommodate students' questions or interest. The effects of the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interest.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
Persistence	When a student has difficulty learning, the teacher gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persist in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

PRESCHOOL DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching				
Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Accuracy	Teacher does not know if a lesson was effective or achieved it's goals	Teacher has a generally accurate impression of a lesson's effeteness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goal and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
Use in Future Teaching	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what they may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

Component 4b: Maintaining Accurate Records				
Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only practically effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	
Students Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher's system for maintaining information on student progress in learning is effective.	
Non-Instructional Records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on non-instructional activities is fully effective.	

Component 4c: Communicating with Families				
Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Information About Instructional Program	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.	
Information About Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedure for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parents concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.

Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	

Component 4d: Contributing to the School District

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district require.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making substantial contributions.	Teacher volunteers to participate in school events, making substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in School and District Projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

Component 4e: Growing and Developing Professionally

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Enhancement of Content Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge of skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in their classroom.
Service to the Profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators/	Teacher initiates important activities to contribute to the profession such as mentoring new teachers, writing articles for publication, and making presentations.

Component 4f: Showing Professionalism

Elements	Level of Performance			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Service to Students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students. Seeking out resources when necessary.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and help ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision Making	Teacher makes decisions based on self-serving interest.	Teacher's decisions are based on limited though genuinely professional considerations/	Teacher maintains an open mind and participates in team or departmental decision-making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based in the highest professional standards.

Name: _____   Assignment _____   School(s) _____

Evaluator: _____   Conference Date: _____

PROGRESS TOWARDS PROFESSIONAL SMART-GOALS:

GENERAL COMMENTS / REMARKS OF EVALUATOR:

COMMENTS OF EMPLOYEE:

_____   _____   _____
EVALUATOR'S SIGNATURE   DATE   EMPLOYEE'S SIGNATURE   DATE
(Signature indicates a review of the completed appraisal; it does not signify agreement with contents. A copy of this form will be placed in the Personnel file.)

USD 379: Plan of Assistance Form

Teacher: _____   Building: _____   Date: _____

A certified employee may be placed on a Plan of Assistance any time during their evaluation school year, once their formal evaluation has taken place.

	Comments
Domain component of concern	
Expectations:	
Strategies:	
Resources:	
Data Collection:	
Evidence: (Level of performance according to Danielson rubric)	

The Monitoring System: Benchmarks/Indicators of Improvement (Timeline)	Date:	Initials:

Final Recommendation
☐ Concerns resolved, removal from plan
☐ Progress noted, continuation of plan
☐ Concerns unresolved

Evaluator Signature: _____   Date: _____

Teacher Signature: _____   Date: _____

Signatures acknowledge content- they do not signify agreement.
Responses to this document may be made no later than two weeks after receipt of it.