CREC System for
Leader and Educator Evaluation

Guidance Document
Updated 2024

Professional Learning and Evaluation Committee

2024-2025

School/Program	Committee Member	Position
AAE Elementary	Gayle Hills Vanessa Lenha Jenna Vallee	Principal Teacher Teacher (alt)
Glastonbury-East Hartford	Kristi Hummel Lisa Cordova Sheri Probert	Principal Teacher Teacher
Ana Grace	Karrie Rinaldi Jamie Vincenti	Principal Teacher
Discovery	Jessica Pepin Sarah Worley	Assistant Principal Teacher
IMS	Patrick Robitaille John Stewart	Principal Teacher
Montessori	Claudette Rose Antonio Napoleone	Teacher Administrator
Magnet School Office	Elaina Brachman Nick Chanese Julie Christianson Kahia Rookwood Kristen Juda Patricia Slyman	Asst. Superintendent Asst. Superintendent Science Supervisor New Teacher Mentor Social Studies Supervisor MIST Team
Museum Academy	Shandra Scott-Brown Mary-Frances Maffucci Barbara Perrone	Principal Teacher (Alt)
CREC Preschool at Progress Drive	Maxine Ursery	Principal
Reggio	Heidi DellaBianca Josie DiPietro-Smith	Teacher Principal
UHMS	Julie Phillips Tim Barber	Intervention Coordinator Principal
AAE Middle/High	Michelle Bellinger Gina Chace	Teacher Assistant Principal
Arts High	Maryam Wardak Henry Munoz Danielle Perry	Principal Assistant Principal Teacher
ASI	Karen Mooney Michael Kane	Principal Teacher
International 6-12	Yesenia Hernandez Emily Wright (Co-Chair)	Principal Teacher
Comp Sci HS	Greg Carter Melissa Jahne	Principal Teacher
Comp Sci Middle	Jeff Lafleur Frank Curtin	Assistant Principal Teacher
Arts MS	Jessica Giuliano Bo Ryan	Teacher Principal

Magnet Special Services	Brendan Hines	Supv of Student Svc
	Miguel Pabon	Asst. Supt.
CREC Resource Group	Dana Corriveau	Administrator
	Lindsey Ramos	Teacher
Open Choice	Sarah Vocca	Deputy Superintendent
	Clare Serrantino	Teacher
Student Services	Kim Mearman	Asst. Director
	Kelly Maio	Admin- Polaris
	Sara Steinberg Forman	Admin-FVDC
	Shanon Tomassone	Program Director - Birken
	Melissa Fiaccone	Teacher-RSS - Windsor
Human Resources	Ada M. Miranda	Assistant Director
	Angi Russo	Managing Director
Paraeducator Rep(s)	Stacie Byrdsong	Paraeducator Union President

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ACKNOWLEDGEMENTS

CREC'S GUIDING BELIEFS

Our Mission is equity, excellence, and success for all, through high-quality educational services

Our Vision is to become our member districts' primary resource to facilitate collaborative efforts that create equitable and sustainable educational opportunities, assist in maximizing district and regional resources, and advance successful educational practices for all learners at all ages.

Our Core Values are:

- Expect Excellence
- Demand Equity
- Act with Courage
- Embrace Collaboration

CREC Goals include:

- CREC will lead the region's efforts to increase the number of students who demonstrate preparedness for college or career.
- CREC will be an expert and a partner in the development and implementation of innovative, research-driven programs and services to support children, families, adults, and communities.
- CREC will be an efficient, accountable, and transparent organization.
- CREC will be the convener of regional conversations to share, analyze, and disseminate data for assisting with educational planning at the local and regional level.
- CREC will work collaboratively to develop sustainable and equitable school district programs in the region.
- CREC will be an organization that values and develops its employees.
- CREC will work to eliminate bias and implement equitable practices, policies, and structures that lead to successful outcomes.

CREC Believes that:

- All students can learn
- Administrators and their staff can make a difference in the lives and learning of our students.
- A comprehensive leader evaluation plan, including a professional growth component, is essential to achieve our goals.
- Learning is a lifelong responsibility.

INTRODUCTION

CREC's System for Leader Evaluation and Support is grounded in a positive approach to improve performance as well as develop, and support talented leaders. Improved performance brings about effectiveness that results in quality services and improved student learning. It is also about building capacity for future growth and higher achievement for all students.

CREC's model for leader evaluation is based on the *Professional Standards for Educational Leaders*. The National Policy Board for Educational Administration designed these standards. They were a redesign of previous standards by the Council of Chief State School Officers to reflect the ever-changing landscape of our educational environments.

"The profession of educational leadership has developed significantly. Educators have a better understanding of how and in what ways effective leadership contributes to student achievement. An expanding base of knowledge from research and practice shows that educational leaders exert influence on student achievement by creating challenging but also caring and supportive conditions conducive to student's learning. They relentlessly develop and support teachers, create positive working conditions, effectively allocate resources, construct appropriate organizational policies and systems, and engage in other deep and meaningful work outside of the classroom that has a powerful impact on what happens inside it. Given this growing knowledge- and the changing demands of the job- educational leaders need new standards to guide their practice in directions that will be the most productive and beneficial to students."

The standards were a result of an extensive review of research on educational administration and input from over 1,000 district and school leaders. The National Association of Elementary School Principals, the National Association of Secondary School Principals, and the American Association of School Administrators contributed to the work that is currently being led by a consortium of professional organizations called the National Policy Board for Education Administration.

The standards guide professional practice and how practitioners are prepared, hired, developed, supervised, and evaluated. The standards are designed to apply to all levels of educational leadership. The standards recognize the central importance of human relationships in leadership and in working with teachers and students. They stress the importance of academic rigor as well as the support and care of students.

The ten standards represent an interdependent set of domains, qualities, and values of leadership work that are integral to student learning:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction, and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community of Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

The standards are a compass that guides professional practice. They do not have specific actions associated with them but encourage their application to be adapted to the specific circumstances and contexts of the leader. Given the broad range of administrative assignments and roles at CREC (Magnet Schools, Student Services Division, CREC Resource Group), this flexibility is critical to meet the needs of all CREC leaders.

Regardless of administrative assignment at CREC, all leaders have a responsibility to:

- Grow professionally,
- Share their knowledge through various methods of data collection and collaborative work,
- Become reflective practitioners, and
- Promote a positive culture and climate for the total school community.

DESIGN PRINCIPLES

Purpose and Rationale:

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers and effective leaders. To support teachers and leaders, an evaluation system must clearly define excellent practice and results, give accurate, useful information about educators' strengths and development areas, and provide opportunities for professional learning, growth, and recognition. The purpose of the Leader Evaluation and Support Model is to fairly and accurately evaluate Leader performance and to help each Leader strengthen their practice. This evaluation system will be reviewed annually.

Core Design Principles:

The following principles guided the design of the leader evaluation model, based on principles from Education First and New Leaders:
- Consider multiple standards-based measures of performance.
- Emphasize growth over time.
- Promote both professional judgment and consistency.
- Foster dialogue around student learning.
- Encourage aligned professional learning, coaching, and feedback to support growth.
- Ensure the feasibility of implementation.

Consider multiple, standards-based measures of performance

An evaluation and support system that uses multiple sources of information and evidence results in a fair, accurate, and comprehensive picture of an educator's performance. The model has multiple sources of information, such as results of observations, development of artifacts such as memos, policies, and procedures, summary of student data, or results of surveys from staff, parents, and/or students.

Emphasize growth over time

The evaluation of an educator's performance should consider their improvement from an established starting point. This applies to professional practice focus areas and the impact on student outcomes.
Outcomes for students should focus on both academic and social-emotional measures. Attaining high-performance matters - and for some educators maintaining high performance is a critical aspect of their work - but we encourage educators to pay attention to continually improving their practices. The goal-setting process should encourage a cycle of continuous improvement over time.

Promote both professional judgment and consistency

Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all the nuances in how teachers and leaders interact with one another and with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should expand on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between evaluations of practice and support fairness and consistency within and across schools/programs.

Foster dialogue about student learning and supports

This model is designed to foster the professional conversation between an educator and their supervisor, which can be accomplished through a well-designed and well-executed evaluation system. The dialogue in the model occurs more frequently and focuses on what students are learning and what leaders can do to support student learning.

Encourage aligned professional learning, coaching, and feedback to support growth

Novice and veteran leaders alike deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. CREC's System for Administrator Evaluation and Support promotes a shared language of excellence to which professional learning, coaching, and feedback can align to improve practice.

Ensure flexibility of implementation

Throughout each program, leaders will need to develop new skills and think differently about how they manage and prioritize their time and resources. Sensitive to the tremendous responsibility and limited resources that leaders have, the model is aligned with other responsibilities and emphasizes the need for evaluators to build important skills in setting goals, observing practice, and providing high-quality feedback all designed to provide equitable educational opportunities for all students.

LEADER EVALUATION OVERVIEW

The *Professional Standards for Educational Leaders* was chosen as the basis for CREC's Administrator Evaluation System based on the research conducted to develop them and the comprehensive nature of the standards. The focus of the standards on a combination of academic achievement as well as the need to address all the supports needed for equitable access for all students made the standards an excellent fit for CREC schools and programs.

Each leader will set two high-leverage goals annually based on two different standards.

"High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus. They address strategies for development of human capital (people), instruction (knowledge and skills), and organizational management that transcends schools (Grissom, et al., 2021)."

Using the selected standards, the applicable indicators of effective leadership within that standard will be highlighted as the focus of each goal. These goals may be multi-year (1-, 2-, 3-year goals) as well as collaborative with other leaders. Goals will be set collaboratively between the leader and their evaluator at the beginning of the year and designed for professional growth. The goal-setting conference will include a review of all ten standards and a discussion of the school/program and leader's priorities for the upcoming year. This should include school/program data, school climate survey results where applicable, and any other artifacts available related to the standards. Goals may be aligned to the school's improvement plan, but that is not a requirement.

Each goal will have multiple measures of evidence, which may include results of observations, development of artifacts such as memos, policies, and procedures, a summary of student data, or results of surveys from staff, parents, and/or students. The leader will maintain a portfolio of documentation and resources used to achieve the set goals. See the Evaluation and Support Plan at the end of this document.

At any time in the evaluation cycle, if other needs are identified, the leader and the evaluator may choose to develop a structured support plan that may be tied to any of the ten standards not addressed in the goal-setting conference. If at the end of the year, there continues to be needs in the area identified, the area should be considered for one of the annual goals for the following year and what supports are necessary to address the area of need. This area should be documented in the Evaluation and Support Plan as well.

Each goal will receive a rating of either met, approaching standard, or not met. Goals that are not met may be qualified with comments such as: not met – attempted with progress, not enough information to rate, NA – not applicable, or not met – needs to be the focus of special assistance for the next year. Any goal that is identified as not met at the end of the year should not be a surprise to the leader. As suggested above, areas of concern should and can be identified at any point in the evaluation cycle and addressed, even if not part of the formal goal-setting process. Ongoing concerns over any standard may result in increased tiered supports which may result in the need for a Performance Improvement Plan. Any instance of unethical or unprofessional behavior could lead to an immediate Performance Improvement Plan.

The process and timeline for leader evaluation allows for flexibility in implementation. The CREC model encourages two things:

1. The evaluation prioritizes the evaluation process, spending more and better time in schools observing practice and giving feedback; and
2. Both leaders and evaluators focus on the depth and quality of the interactions that occur in the process and not just on completing the steps.

Each leader participates in the evaluation process as a cycle of continuous growth and learning. Evaluation begins with goal-setting for the school year, setting the stage for the implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The later part of the process offers leaders a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the leader's subsequent goal setting, as the cycle continues into the subsequent year.

Below is a graphic with each step of the process to assist leaders and evaluators through the process. All leaders are assigned a primary evaluator (092 or 093) who has completed comprehensive orientation on this model and relevant rubrics.

Evaluation Orientation
Completed prior to the start of the Continuous Learning Process

Site Visit/Observation of professional practice, reflection and feedback

★ **Goal Setting** Completed by November

★ **Mid-Year Check-in** Completed by March

Site Visit/Observation of professional practice, reflection and feedback

Organizational Health

★ **End-of-Year Reflection** Completed by June

Goal Setting Completed by November	**Mid-year Check-in** Completed by March	**End-of-Year Reflection** Completed by June
Beginning of the Year Goal(s) and Planning • Self reflect • Review evidence **Goal(s), Rationale, Alignment, and Professional Learning Plan** • Draft goal(s), rationale, alignment, and professional learning plan **Goal Setting Conference** • Mutually agree on goals • Determine individual or group goal(s) • Mutually agree on professional learning needs and support	**Mid-Year Check-in: Reflection, Adjustments, and Next Steps** • Review & discuss currently collected evidence towards goal(s) and of practice • Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement **Mid-Year Conference** • Discuss evidence, reflection, and feedback from evaluator • Adjust and revise as needed	**End-of-Year Reflection and Feedback Process** • Self-reflection: Review & discuss professional learning, evidence of impact on leadership, educator and student learning, growth and achievement **End-of-Year Conference/Summative Feedback and Growth Criteria** • Evaluator provides written summative feedback and guides next steps • Annual Summary sign-off

Goal-Setting and Plan Development *(November)*

Leaders and their evaluators mutually agree upon two high-leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals.

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with the evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on a review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:
- Self-assess using the reflection document.
- Identify two high-leverage goals that impact leadership practice and educator and organizational growth.
- Develop a proposed professional learning plan aligning with the goal(s).

The leader shares the above with their evaluator during an initial goal-setting conference that consists of dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and leader takes place to refine the proposed goal and professional learning plan as needed. In partnership, the leader and evaluator come to a mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment. In the event of any disagreement, the evaluator

has the authority and responsibility to finalize the goals, support, and sources of evidence to be used. The evaluator also may suggest additional goals or standards as appropriate. The completed Evaluation and Support Plan will be submitted to a portfolio established by the leader.

Mid-year Check-In (March)

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement. Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader's goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented.

End-of-year Reflection/Summative Review (June)

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal-setting revisions or new goal(s).

This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process.

Professional Practice and Leader Growth

The implementation of the continuous learning process is shared between the leader and evaluator. For the duration of the learning process, leaders pursue learning and attainment of their goal(s), collecting evidence of practice related to their high-leverage professional learning goal. Evaluators will provide leaders with feedback from observations of professional practice/site visits and dialogue, ensure timely access to support, and collect evidence of leader performance and practice toward the goal(s) through multiple sources, including site visits, student and staff feedback, or family engagement.

Observation of Professional Practice/Site Visits and Feedback

Observation of professional practice or site visits occurs throughout the continuous learning process. The identified high-leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward a goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided in a timely manner.

"Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:
- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences

- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

Definition of Cohorts	
Cohort 1	**Cohort 2**

Who
   ❖ New to leadership role (first three years)
   ❖ New to CREC (first three years)
What
   ❖ Three observations of professional practice and/or site visits
   ❖ ==Feedback within 10 school days==
   ❖ Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary
	Who
	   ❖ Leaders who have successfully completed Cohort 1
	What
	   ❖ Two observations of professional practice and/or site visits
	   ❖ ==Feedback within 10 school days==
	   ❖ Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Ensuring Fairness and Accuracy: Evaluator Training and Monitoring

All evaluators are required to complete training on the evaluation model. CREC provides comprehensive and ongoing training to ensure that evaluators are proficient in conducting leader evaluations. If there is a disagreement, a third-party review will be conducted per human resources and union guidance as necessary.

Dispute Resolution Process

A panel composed of the Head of Division or designee, human resources representative, and a CREC Administrator's Union Representative shall resolve disputes where the evaluator and leader cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final status of the goals. A resolution must be topic-specific and timely. Should the process established not result in the resolution of a given issue, the determination regarding that issue may be made by the Head of Division.

Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective.

SUPPORT AND DEVELOPMENT

Tiered Support and Performance Improvement Plans

All leaders require access to high-quality, targeted professional learning support to improve practice over time. CREC has developed a system to support leaders who are not meeting their goals and/or require additional support. The educator and evaluator will collaboratively develop a differentiated improvement/remediation plan to address the identified need and/or stage of development.

1. **Tier 1 Support:** It is the expectation that all leaders consistently access opportunities for professional growth within CREC. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by CREC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal-setting process by mutual agreement.

2. **Tier 2 Support**: A leader receives Tier 2 support when an area of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage. When the need has been identified, the leader and evaluator work collaboratively to develop a plan with focused support through site-based assistance. Progress will be reviewed after a maximum of 30 working days to determine one of three options: exit from the plan, continue with Tier 2 support, or move to a Tier 3 support plan.

3. **Tier 3 Support**: A leader receives Tier 3 support when Tier 2 supports have not been successful. In Tier 3, the evaluator and leader work collaboratively to develop a plan for improvement. The evaluator monitors weekly. Progress of the plan will be reviewed after a maximum of 60 working days to determine one of four options: exit from the plan, move to a Tier 2 plan, continue with Tier 3 support, or move to a Performance Improvement Plan.

4. **Performance Improvement Plan**: A leader is placed on a Performance Improvement Plan when all three levels of support have been utilized and been unsuccessful or the leader has a demonstrated concern within the Ethics and Professional Norms Standard. As part of the Performance Improvement Plan, the leader, evaluator, and division leader work collaboratively to develop a plan for improvement to encourage the growth of the leadership standards of concern. Human Resources will also be consulted.

Career Development and Growth

Opportunities for career development and professional growth is a critical aspect of CREC's plan for Leader Evaluation and Support. Examples of such opportunities include, but are not limited to:
- Observing peers;
- Growing future leaders;
- Mentoring early-career leaders;
- Coaching peers in specific school leadership standards;
- Presenting at state or national conferences and workshops;
- Engaging in cross-divisional work at CREC; and
- Participating in the CREC-wide summer leadership summit.

CREC leaders are provided with numerous opportunities for career development and professional growth, influencing the teaching and learning process in their schools and programs. Highly effective leaders advance professionally without having to leave their school, and expert leaders are available throughout the district to provide support to their peers. Career advancement opportunities inspire innovative practice and motivate CREC leaders to engage in a system of continuous improvement.

THE PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERSHIP

The standards guide professional practice and how practitioners are prepared, hired, developed, supervised, and evaluated. The standards are designed to apply to all levels of educational leadership. The standards recognize the central importance of human relationships in leadership and in working with teachers and students. They stress the importance of academic rigor as well as the support and care of students. Each of the ten standards is further identified by some core descriptors to assist with measuring and improving performance for that standard.

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:
a) Develop an educational mission for the school to promote the academic success and well-being of each student.
b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
f) Develop shared understanding of and commitment to mission, vision, and core values within the school and community.
g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Standard 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:
a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
e) Lead with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Standard 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:
a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
h) Address matters of equity and cultural responsiveness in all aspects of leadership.

Standard 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:
a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
e) Promote the effective use of technology in the service of teaching and learning.
f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:
   a) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
   b) Create and sustain a school environment in which each student is known, accepted, and valued, trusted, and respected, cared for, and encouraged to be an active and responsible member of the school community.
   c) Provide coherent systems of academic and social support, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
   d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
   e) Cultivate and reinforce student engagement in school and positive student conduct.
   f) Infuse the school's learning environment with the cultures and languages of the school's community.

Standard 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:
   a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
   b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
   c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding professional and adult learning and development.
   d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
   e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
   f) Empower and motivate teachers and staff to the highest levels of professional practice and continuous learning and improvement.
   g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
   h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
   i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Standard 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:
   a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff
g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
h) Encourage faculty-initiated improvement of programs and practices.

Standard 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:
a) Are approachable, accessible, and welcoming to families and members of the community.
b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
d) Maintain a presence in the community to understand its strengths and needs to develop productive relationships, and engage its resources for the school.
e) Create means for the school community to partner with families to support student learning in and out of school.
f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
g) Develop and provide the school as a resource for families and the community.
h) Advocate for the school and district, and the importance of education and student needs and priorities to families and the community.
i) Advocate publicly for the needs and priorities of students, families, and the community.
j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Standard 9. Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:
a) Institute, manage and monitor operations and administrative systems that promote the mission and vision of the school.
b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.

e) Protect teachers' and other staff members' work and learning from disruption.

f) Employ technology to improve the quality and efficiency of operations and management.

g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations to promote student success.

i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

j) Develop and manage productive relationships with the central office and school board.

k) Develop and administer systems for fair and equitable management of conflict among students, faculty, and staff, leaders, families, and community.

l) Manager governance processes and internal and external politics toward achieving the school's mission and vision.

Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:
a) Seek to make school more effective for each student, teachers and staff, families, and the community.

b) Use methods of continuous improvement to achieve the vision, fulfill the mission and promote the core values of the school.

c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

e) Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, and outcomes of improvement efforts.

j) Develop and promote leadership among teachers and staff for inquiry, experimentation, and innovation, and initiating and implementing improvement.

Leader: Click or tap here to enter text.   **Evaluator**: Click or tap here to enter text.

School/Program/Division: Click or tap here to enter text.   **Date of Goal Setting Meeting**: 📅 Date

Goal Setting Self-Reflection

Thinking about the success and challenges you may have encountered last year, or at the start of this year, what are the areas of inquiry and growth you have related to your specific leadership role? What new learning might you want to explore to support your development as a leader? (Remember to link your thinking to the Professional Standards for Educational Leaders)

Click or tap here to enter text.

_____

Goal 1:

Click or tap here to enter text.

Standard #: Select from dropdown ▾

Choose the leadership indicator(s) under effective leaders that will be the focus:
Click or tap here to enter text.

What is your rationale for choosing this focus area?
Click or tap here to enter text.

What evidence will be provided to measure progress toward this goal?
Click or tap here to enter text.

What professional learning or support(s) would help ensure your success?
Click or tap here to enter text.

Goal 2:
Click or tap here to enter text.

Standard #: Select from dropdown ▾

Choose the leadership indicator(s) under effective leaders that will be the focus:
Click or tap here to enter text.

What is your rationale for choosing this focus area?
Click or tap here to enter text.

What evidence will be provided to measure progress toward this goal?
Click or tap here to enter text.

What professional learning or support(s) would help ensure your success?
Click or tap here to enter text.

Evaluator Comments:
Click or tap here to enter text.

Tiered Supports Required/Suggested Select From Dropdown ⌄
Link Tier 2/Tier 3/Performance Plan:

Date of Mid-Year Conference: ▢ Date

Goal 1
What does the evidence say about how you are doing about your goal and indicators of success? Include all pertinent evidence.
Click or tap here to enter text.

What new learning have you acquired?
Click or tap here to enter text.

What additional supports or resources would support you with reaching your goal?
Click or tap here to enter text.

If needed, what adjustments may you need to make to overcome any challenges in achieving your goal(s):
Click or tap here to enter text.

Goal 2
What does the evidence say about how you are doing about your goal and indicators of success? Include all pertinent evidence.
Click or tap here to enter text.

What new learning have you acquired?
Click or tap here to enter text.

What additional supports or resources would support you with reaching your goal?
Click or tap here to enter text.

If needed, what adjustments may you need to make to overcome any challenges in achieving your goal(s):
Click or tap here to enter text.

Evaluator Comments:
Click or tap here to enter text.

Tiered Supports Required/Suggested: Select From Dropdown ▾
Link new or revised tiered support plans/Performance Improvement Plans since goal setting:

CREC LEADER END-OF-YEAR CONFERENCE FORM

Date of End of Year Conference: 🗓 Date

Goal 1

What does the evidence say about the achievement of your goal(s)? Include all evidence.

Click or tap here to enter text.

What was the impact of your learning on your leadership?

Click or tap here to enter text.

Goal 2

What does the evidence say about the achievement of your goal(s)? Include all evidence.

Click or tap here to enter text.

What was the impact of your learning on your leadership?

Click or tap here to enter text.

How will your overall learning from this year's goals inform your leadership goals for next year?

Click or tap here to enter text.

Evaluator Comments:

Click or tap here to enter text.

Status of Goal #1: Select From Dropdown ⌄

Status of Goal #2: Select From Dropdown ⌄

Tiered Supports Required/Suggested Select From Dropdown ⌄
Link new or revised tiered support plans/Performance Improvement Plans since mid-year:

Leader: Click or tap here to enter text.   **Evaluator**: Click or tap here to enter text.

School/Program/Division: Click or tap here to enter text.   **Date of Observation/Site Visit**: 📅 Date

Details from the Observation/Site Visit:

Click or tap here to enter text.

Evaluator Comments:

Click or tap here to enter text.

TIERED SUPPORT PLAN

Employee Name: School/Program/Division:

Name of Evaluator:

Tiered Support Plan Period: Start Date: 📅 Date   End Date: 📅 Date

Tier   Tier 2 ⌄

Identification of the area(s) in need of support or development (cite standard(s) or domain(s)):
Select from dropdown ⌄

Rationale/Justification for Support (include evidence):
Click or tap here to enter text.

Indicators of success. Criteria to Exit Support Plan or Reduce Tiered Support:
Click or tap here to enter text.

Timeline for implementation of strategies, support, and resources designed to achieve the specific expected outcome(s) (should be in the course of the same school year as the plan is issued)**:**
Click or tap here to enter text.

Educator Responsibilities:
Click or tap here to enter text.

Evaluator Responsibilities:
Click or tap here to enter text.

This Tiered Support Plan has been reviewed and explained to me by my evaluator or designee.

Employee Signature: Date:

Evaluator's Signature: Date:

Division Administrator's Signature: Date:

To be completed by the evaluator during the plan.
For Tier 3 Plans:
Log of Weekly Monitoring

Date	Weekly Monitoring Focus and Notes
🗓 Date	*Click or tap here to enter text.*
🗓 Date	*Click or tap here to enter text.*
🗓 Date	*Click or tap here to enter text.*
🗓 Date	*Click or tap here to enter text.*
🗓 Date	*Click or tap here to enter text.*

PLAN RESULTS

To be completed by the evaluator or designee at the conclusion of the plan

Click or tap here to enter text.

Evaluator's recommendation at the conclusion of this plan. Please check one:

☐ Area(s) in need of development or improvement resolved, employee removed from the Tiered Support Plan

☐ Area(s) in need of development or improvement have shown improvement and the employee will move to a Tier 2 Support Plan.

☐ Area(s) in need of development or improvement requires additional attention. The employee will continue on the Tiered Support Plan: Tier 2 ▾

☐ Area(s) in need of development or improvement requires additional attention. The employee will be placed on a Performance Improvement Plan.

Employee acknowledges receipt of recommendation:

By signing below, I indicate that I have been advised of the recommendation regarding my employment status with CREC. My signature does not, however, necessarily imply that I agree with the evaluation.

Employee Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

PERFORMANCE IMPROVEMENT PLAN

Employee Name: **Click or tap here to enter text.**   School/Program/Division: **Click or tap here to enter text.**

Position: **Click or tap here**   Date of Hire: Evaluator: **Click or tap here to enter text.**
to enter text.

Performance Plan Period: Start Date: 🗓 Date   End Date: 🗓 Date

Check-In Meeting Dates: 🗓 Date 🗓 Date 🗓 Date 🗓 Date 🗓 Date 🗓 Date

Focus Area 1:

Area In Need of Improvement (cite standard(s) or domain(s)): **Select from dropdown** ▾
Rationale/Justification for Support (include evidence): **Click or tap here to enter text.**
Training, Support & Resources Agreed to: ● **Click or tap here to enter text.**
Indicators of Success (What must be accomplished to exit the plan?): ● **Click or tap here to enter text.**

Focus Area 2 (if needed):

Area In Need of Improvement (cite standard(s) or domain(s)): **Select from dropdown** ▾
Rationale/Justification for Support (include evidence): **Click or tap here to enter text.**
Training, Support & Resources Agreed to: ● **Click or tap here to enter text.**
Indicators of Success (What must be accomplished to exit the plan?): ● **Click or tap here to enter text.**

You are being placed on a Performance Improvement Plan due to concerns with your performance. This Plan provides you with an opportunity to address the concerns outlined. Without appropriate, sustained progress, or if we identify further concerns, you may be subject to disciplinary action, including termination or non-renewal. This Performance Improvement Plan has been reviewed and explained to me by my evaluator or designee. I have been advised that my continued employment with CREC is contingent upon the results of this plan. This Performance Improvement Plan is not intended to be an employment contract or guarantee of continued employment.

Employee Signature: Date:

Evaluator's Signature: Date:

Division Administrator's Signature: Date:

PERFORMANCE IMPROVEMENT PLAN RESULTS

To be completed by the supervisor or designee after the Plan. Please check the appropriate box and provide comments to support your decision.

☐ The employee has satisfactorily met the requirements of this plan and improved in all areas.

☐ The employee has partially met the requirements of this plan and areas of improvement are still needed. A reasonable extension may be considered with the following additional support:

The plan will be extended until: 📅 Date

Additional support(s): **Click or tap here to enter text.**

☐ The employee has **not** satisfactorily met the requirements of this plan and is recommended for termination.

Employee Signature: Date:

_____

Evaluator's Signature: Date:

_____

Division Administrator's Signature: Date:

_____

CREC System for Educator Evaluation

Guidance Document

Updated 2024

ACKNOWLEDGEMENTS

CREC wishes to thank the following people for contributions in time, knowledge, expertise, and the sharing of best practices.

Evaluation Work Group:

- Elaina Brachman, Assistant Superintendent, CREC Schools
- Emily Wright, Educator, CREC Academy of International Studies, 6-12
- Heather Tartaglia, Chief Program Officer, CREC Schools
- Jessica Giuliano, Educator, Ana Grace Academy of the Arts Middle School
- Lisa Cordova, Educator, Glastonbury-East Hartford Magnet School
- Tim Barber, Principal, CREC University of Hartford Magnet School
- Angiolina Russo, Managing Director, CREC Human Resources
- Patricia Slyman, Education Service Specialist, CREC

CREC'S GUIDING BELIEFS

Mission

Equity, excellence, and success for all through high-quality educational services.

Vision

To become our member districts' primary resource to facilitate collaborative efforts that create equitable and sustainable educational opportunities, assist in maximizing district and regional resources, and advance successful educational practices for all learners at all ages.

Core Values

- ❖ Expect Excellence
- ❖ Act with Courage
- ❖ Demand Equity
- ❖ Embrace Collaboration

CREC believes that:

- All students can learn;
- Educators can make a difference in the lives and learning of our students;
- The educator's knowledge and skill directly impacts student learning;
- Teaching requires more than simply demonstrating a certain set of technical skills. It requires a command of subject matter and a deep caring for students and their successes; and
- Learning is a lifelong responsibility.

CREC is committed to:

- Providing unique, high quality programs that emphasize best practices in student learning based on the regular collection, analysis, and interpretation of data from multiple sources;
- Fostering continuous improvement through professional development and educator evaluation that is responsive to educators' different stages of development and teaching experience;
- Providing adequate time for educators to work collaboratively, to learn and apply new skills;
- Supporting educators and acknowledging their growth, improvement, and contributions;
- Encouraging our educators to become *passionate* educators.

To be a passionate teacher is to be someone in love with a field of knowledge, deeply stirred by issues and ideas that challenge our world, drawn to the dilemmas and potentials of the young people [i.e. all learners] who come into class each day – or captivated by all of these. A passionate teacher is a teacher who breaks out of the isolation of the classroom, who refuses to submit to apathy or cynicism… Only when teachers bring their passions about learning and about life into their daily work can they dispel the fog of passive compliance or active disinterest that surrounds so many students… (Robert L. Fried, The Passionate Teacher)

INTRODUCTION

CREC's goal is to empower educators to develop as leaders, creating a network of professionals who employ innovative instructional strategies to meet the demands of twenty-first century learning and who facilitate high intellectual performance in all students. CREC's system of evaluation, support, and development is designed to maximize professional capital and promote a culture of individual and collective growth. Within CREC, highly effective educators refine and apply expertise as they advance along a career ladder and exercise leadership in their schools, while developing educators improve their practice through guided self-reflection and collaborative planning and problem solving. The philosophy of CREC's educator evaluation plan is that "…the primary goal of education is for [all] students to understand important concepts and to develop important cognitive skills, and that it is each educator's responsibility, using the resources at hand, to accomplish these goals," (Danielson 17).

The plan described in this document is based on the four domains of the Danielson *Framework for Teaching* and will be used to evaluate and support the performance of CREC educators every year. It facilitates the attainment of goals and objectives through a cooperative process, wherein the educator and administrator share responsibility for the improvement of teaching and student learning. To this end, educator evaluation must be continuous and constructive. It should take place in an atmosphere of trust and respect, where educators and administrators are motivated to engage in self-evaluation and measure the effectiveness and quality of their work. Through performance review, administrators can also identify staff, building, and curriculum needs.

CREC expects its educators to contribute in a positive manner to the culture and climate of the school/program learning community by:
- becoming reflective practitioners;
- analyzing student work and relevant data;
- understanding student learning needs;
- sharing their knowledge with one another through collaborative work and discussion;
- assessing the impact that teaching practices have on student learning;
- making adjustments in teaching as appropriate; and
- participating in professional learning activities that support their performance goals.

The Danielson Framework was chosen as the basis for CREC's Educator Evaluation System based on the research conducted to develop them and the comprehensive nature of the standards. The focus of the standards on a combination of academic achievement as well as the need to address all the supports needed for equitable access for all students made the standards an excellent fit for CREC schools and programs.

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide educators with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. In this process, the educator serves as the learner who actively engages in and directs their learning based on feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process.

Each educator will set a high-leverage goal annually based on the domains and components of the *Danielson Framework*.

> "High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus. They address strategies for development of human capital (people), instruction (knowledge and skills), and organizational management that transcends schools (Grissom, et al., 2021)."

These goals may be multi-year (1-, 2-, 3-year goals) as well as collaborative with other educators. Goal(s) will be set collaboratively between the educator and their evaluator at the beginning of the year and designed for professional growth. Each goal will have multiple measures of evidence, which could include educator and/or student self-reflection, student learning artifacts, implementation plans/lesson plans, educator-created learning materials, rubrics, interim or benchmark assessments, mastery-based demonstration of achievement, observational evidence of students' words/actions/interactions, or other artifacts/sources. All goals and observation data will be captured through the use of CREC's Flash Feedback online platform.

At any time in the evaluation cycle, if other needs are identified, the educator and the evaluator may choose to develop a structured support plan that may be tied to any of the domains of the Danielson Framework, including those not addressed in the goal-setting conference. If at the end of the year, there continues to be needs in the area identified, the area should be considered for a high-leverage goal the following year and supports that are necessary to address the area of need should be identified. This area of growth should be documented in the Tiered Support Plan as well.

At the end of the year conference with the evaluator, an educator's goal will receive a rating of either met, approaching goal, or not met. Goals that are not met may be qualified with comments such as: not met – attempted with progress, not enough information to rate, or not met – needs to be the focus of tiered support for the next year. Any goal that is identified as not met at the end of the year should not be a surprise to the educator. As suggested above, areas of concern should and can be identified at any point in the evaluation cycle and addressed, even if not part of the formal goal-setting process. Ongoing concerns over any domain or component may result in increased tiered supports which may result in the need for a Performance Improvement Plan. Any instance of unethical or unprofessional behavior could lead to an immediate Performance Improvement Plan.

Below is a graphic with each step of the process to assist educators and evaluators through the process. All educators are assigned a primary evaluator (092) who has completed comprehensive orientation on this model and relevant rubrics.

Evaluation Orientation

Completed prior to the start of the Continuous Learning Process

Observations of professional practice, reflection and feedback

Goal Setting — Completed by Mid-October

Educator & Student Learning, Growth, and Achievement

Mid-Year Check-in — Completed by Mid-February

Observations of professional practice, reflection and feedback

End-of-Year Reflection — Completed by June

Goal Setting
Completed by Mid-October

Beginning of the Year Goal(s) and Planning
- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan
- Draft goal(s), rationale, alignment, and professional learning plan

Goal Setting Conference
- Mutually agree on goals
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

Mid-year Check-in
Completed by Mid-February

Mid-Year Check-in: Reflection, Adjustments, and Next Steps
- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement

Mid-Year Conference
- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection
Completed by June

End-of-Year Reflection and Feedback Process
- Self-reflection: Review & discuss professional learning, evidence of impact on leadership, educator and student learning, growth and achievement

End-of-Year Conference/Summative Feedback and Growth Criteria
- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

Initial Goal Setting and Planning (Timeframe: Target is mid-October)

1. **Orientation on Process** – To begin the evaluation process, evaluators meet with educators, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that could be considered in developing educator goals, and they will commit to set time aside for the types of collaboration required by the evaluation process. <mark>Throughout the year, ongoing training will be provided focused on understanding the differentiated supports and processes within the evaluation system.</mark>

2. **Educator Reflection and Goal-Setting** – The educator self-reflects and examines student data, prior year evaluation and survey results, and the Danielson *Framework for Teaching* to draft a proposed goal. The goal should connect to one of the four domains and include all applicable components. This goal may be a 1, 2, or 3-year goal. The educator may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. **Goal-Setting Conference** – The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection. The educator and evaluator come to mutual agreement on a high leverage professional practice one-, two- or three-year goal(s), multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment.

   For beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and their TEAM modules would enhance their learning and practice.

Mid-Year Check-In (Timeframe: Completed by mid-February)

1. **Reflection and Preparation** – The educator and evaluator reflect on evidence about the educator's practice and student learning in preparation for the mid-year check-in. The reflection shall include an analysis of the impact of their learning on their practice, student learning, growth and achievement and the school community.

2. **Mid-Year Conference** – The evaluator and educator complete at least one mid-year check-in conference, during which they review evidence related to the educator's progress in the four domains. The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. Evaluators may deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revisions on the strategies or approaches used and/or a mid-year adjustment of goal(s).

End-of-Year Reflection/Summative Review (Timeframe: End of School Year)

1. *Educator Self-Reflection* – The educator reviews all information and data collected during the year and completes a self-reflection that will be reviewed by the evaluator.

2. *End-of-Year Conference* – End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal.

   The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified domains and will make a distinction regarding the educator's successful completion of the professional learning process.

   This must be completed before the end of the school year.

   ○ Please note that Summative evaluations for staff being recommended for non-renewal must be completed by date determined by Human Resources for submission to CREC Council.

Observation of Professional Practice and Feedback (Timeframe: Ongoing throughout the school year)

Research, such as the Gates Foundation's *Measures of Effective Teaching* study, has shown that multiple snapshots of practice conducted by multiple observers provide a more accurate picture of educator performance than one or two observations per year. These observations do not have to cover an entire lesson to be valid. Partial period observations can provide valuable information and save observers precious time.

Observations in and of themselves aren't useful to educators – it is the feedback, based on observations, that helps educators to reach their full potential. All educators deserve the opportunity to grow and develop through quality observations and timely feedback. In fact, educator surveys conducted nationally demonstrate that most educators are eager for more observations and feedback that they can then incorporate into their practice throughout the year.

Quality feedback:
- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/ or practices
- Is timely, frequent and reciprocal

Observations occur throughout the continuous learning process. The identified high leverage goal(s) as well as the

Danielson Framework provide a focus for strategic evidence collection and feedback. Evaluators provide educators with specific feedback based on evidence, standards, and the educator's goal; ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources of evidence, including observation. Feedback, written or verbal, is provided in a timely manner.

- Each educator should be observed multiple times per year through formal and/or semi-formal observations as defined below.
    - **Formal**: Observations using the *Danielson Framework* that last at least 30 minutes in length and include pre and post meetings, followed by feedback in a timely manner.
    - **Semi-formal**: Announced/unannounced observations using the *Danielson Framework* that last at least 20 minutes and are followed by feedback in a timely manner.

- Semi-formal observations may be conducted by leaders other than the primary evaluator

Cohort 1--Non-Tenured	Cohort 2--Tenured
Who: - New to profession (first four years) - New to CREC and not previously tenured (first four years) - New to CREC and previously tenured (first two years) What: - Two formal observations of Professional Practice (minimum 30 minutes in length) with pre and post meetings - Minimum of three announced/unannounced semi-formals (20 minutes in length) - Verbal or written feedback within 10 school days	Who: - Educators who have successfully completed Cohort 1 at CREC What: - Minimum of three announced/unannounced semi-formals (20 minutes in length) - Verbal or written feedback within 10 school days

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the evaluation model. CREC provides comprehensive and ongoing training and support. If there is a disagreement, a third-party review will be conducted in accordance with human resources and union guidance as necessary.

Dispute-Resolution Process

A panel composed of the Head of Division or designee, human resources representative, and a CREC Teachers Union Representative shall resolve disputes where the evaluator and educator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final status of the goal. Resolution must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue may be made by the Head of Division.

Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective.

Evaluation alone cannot improve educator practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help educators move along the path to exemplary practice.

Evaluation-Informed Professional Learning
In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining supports needed to close the gap between current performance and stated goals. Throughout the process of implementing CREC's System for educator Evaluation and Support, all educators will identify their professional learning needs in mutual agreement with their evaluator. These identified needs will serve as the foundation for ongoing conversations about the educator's practice and its impact on student outcomes. The process may also reveal areas of common need among educators, which could be targeted with school-wide professional learning opportunities.

CREC Schools implement a blended, collaborative approach to professional learning to ensure that development opportunities are on-going, intensive, connected to practice and school initiatives, and focused on specific academic content. All educators have access to development opportunities along a continuum of support. The intensity and mode of professional learning that an educator engages in is based on the level to which the educator has developed a particular group of skills, as identified by the educator evaluation system.

Tiered Support and Performance Improvement Plans
All educators require access to high-quality, targeted professional learning support to improve practice over time. CREC has developed a system to support educators who are not meeting their goals and/or require additional support. The educator and evaluator will collaboratively develop a differentiated improvement/remediation plan to address the identified need and/or stage of development.

1. **Tier 1 Support:** It is the expectation that all educators consistently access opportunities for professional growth within CREC. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, classroom visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by CREC and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.
2. **Tier 2 Support**: An educator receives Tier 2 support when an area of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage. When the need has been identified, the educator and evaluator work collaboratively to develop a plan with focused support through site-based assistance. Progress will be reviewed after a maximum of 30 working days to determine one of three options: exit from the plan, continue with Tier 2 support, or move to a Tier 3 support plan.
3. **Tier 3 Support**: An educator receives Tier 3 support when Tier 2 supports have not been successful. In Tier 3, the educator and evaluator work collaboratively to develop a plan for improvement. The evaluator monitors weekly. Progress of the plan will be reviewed after a maximum of 60 working days to determine one of four options: exit from the plan, move to a Tier 2 plan, continue with Tier 3 support, or move to a Performance Improvement Plan.
4. **Performance Improvement Plan**: An educator is placed on a Performance Improvement Plan when all three levels of support have been utilized and been unsuccessful or has exhibited unethical or unprofessional behavior. As part of the Performance Improvement Plan, the educator, evaluator, and division administrator work collaboratively to develop a plan for improvement to encourage the growth of the leadership standards of concern. Human Resources will also be consulted.

Career Development and Growth
CREC's cycle of evaluation and learning supports highly effective educators in advancing into leadership roles within their schools and the district. Examples of such opportunities include, but are not limited to:

- ❖ Observing peers;
- ❖ Mentoring early-career educators;
- ❖ Coaching peers in specific instructional strategies;
- ❖ Participating in the development of educator improvement and remediation plans;
- ❖ Presenting at Teachers' Academy;
- ❖ Engaging in cross-divisional work;
- ❖ Acting as Committee/Council Members;
- ❖ Serving as district exemplars; and
- ❖ Taking on additional roles within the school or district

Providing numerous opportunities for career development and professional growth ensures that highly effective educators influence the teaching and learning process in their own schools and across the district. Highly effective educators can advance professionally without having to leave the classroom, and expert educator leaders are available in each school to provide support to their peers. The provision of career advancement motivates educators to move beyond proficiency to pursue individual interests and further refine their practice.

EDUCATOR EVALUATION DOMAINS

Educator Practice Framework

For its rubric of practice, CREC has elected to use *The Framework for Teaching* (2013) created by Charlotte Danielson, a comprehensive and coherent framework that identifies those aspects of an educator's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. Certified staff whose caseloads do not include providing direct instruction or services to students may use Danielson's *Frameworks for Specialist Positions* (2007).

The Danielson *Framework* is organized into four domains, each with 5-6 components:

Domain 1: Planning and Preparation	Domain 2: Classroom Environment
• 1a Demonstrating Knowledge of Content and Pedagogy • 1b Demonstrating Knowledge of Students • 1c Setting Instructional Outcomes • 1d Demonstrating Knowledge of Resources • 1e Designing Coherent Instruction • 1f Designing Student Assessments	• 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 4: Professional Responsibilities	**Domain 3: Instruction**
• 4a Reflecting on Teaching • 4b Maintaining Accurate Records • 4c Communicating with Families • 4d Participating in the Professional Community • 4e Growing and Developing Professionally • 4f Demonstrating Professionalism	• 3a Communicating With Students • 3b Using Questioning and Discussion Techniques • 3c Engaging Students in Learning • 3d Using Assessment in Instruction • 3e Demonstrating Flexibility and Responsiveness

See Appendix C for the Danielson Frameworks and Rubrics for Educators and Specialists.

CREC

Excellence in Education

Tiered Support Plan

Employee Name: School/Program/Division:

Name of Evaluator:

Tiered Support Plan Period: Start Date: 🗓 Date   End Date (must be in current academic year): 🗓 Date

Tier   Tier 2 ⌄

Identification of the area(s) in need of support or development (cite standard(s) or domain(s)):
Select from dropdown ⌄

Rationale/Justification for Support (include evidence):
Click or tap here to enter text.

Indicators of success. Criteria to Exit Support Plan or Reduce Tiered Support:
Click or tap here to enter text.

Timeline for implementation of strategies, support, and resources designed to achieve the specific expected outcome(s) (should be in the course of the same school year as the plan is issued)**:**
Click or tap here to enter text.

Educator Responsibilities:
Click or tap here to enter text.

Evaluator Responsibilities:
Click or tap here to enter text.

This Tiered Support Plan has been reviewed and explained to me by my evaluator or designee.

Employee Signature: Date:

Evaluator's Signature: Date:

TIERED SUPPORT PLAN RESULTS

To be completed by the evaluator during the plan.
For Tier 3 Plans:
Log of Weekly Monitoring

Date	Weekly Monitoring Focus and Notes
🗓 Date	*Click or tap here to enter text.*
🗓 Date	*Click or tap here to enter text.*
🗓 Date	*Click or tap here to enter text.*
🗓 Date	*Click or tap here to enter text.*
🗓 Date	*Click or tap here to enter text.*

Plan Results

To be completed by the evaluator or designee at the conclusion of the plan

Click or tap here to enter text.

Evaluator's recommendation at the conclusion of this plan. Please check one:

☐ Area(s) in need of development or improvement resolved, employee removed from the Tiered Support Plan

☐ Area(s) in need of development or improvement have shown improvement and the employee will move to a Tier 2 Support Plan.

☐ Area(s) in need of development or improvement requires additional attention. The employee will continue on the Tiered Support Plan: Tier 2 ▾

☐ Area(s) in need of development or improvement requires additional attention. The employee will be placed on a Performance Improvement Plan.

Employee acknowledges receipt of recommendation:

By signing below, I indicate that I have been advised of the recommendation regarding my employment status with CREC. My signature does not, however, necessarily imply that I agree with the evaluation.

Employee Signature: Date:

Evaluator's Signature: Date:

CREC
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Performance Improvement Plan

Employee Name: **Click or tap here to enter text.**   School/Program/Division: **Click or tap here to enter text.**

Position: **Click or tap here**   Date of Hire: Evaluator: **Click or tap here to enter text.**
to enter text.

Performance Plan Period: Start Date: 📅 Date   End Date: 📅 Date

Check-In Meeting Dates: 📅 Date 📅 Date 📅 Date 📅 Date 📅 Date 📅 Date

Focus Area 1:

Area In Need of Improvement (cite standard(s) or domain(s)): **Select from dropdown** ▾
Rationale/Justification for Support (include evidence): **Click or tap here to enter text.**
Training, Support & Resources Agreed to: ● **Click or tap here to enter text.**
Indicators of Success (What must be accomplished to exit the plan?): ● **Click or tap here to enter text.**

Focus Area 2 (if needed):

Area In Need of Improvement (cite standard(s) or domain(s)): **Select from dropdown** ▾
Rationale/Justification for Support (include evidence): **Click or tap here to enter text.**
Training, Support & Resources Agreed to: ● **Click or tap here to enter text.**
Indicators of Success (What must be accomplished to exit the plan?): ● **Click or tap here to enter text.**

You are being placed on a Performance Improvement Plan due to concerns with your performance. This Plan provides you with an opportunity to address the concerns outlined. Without appropriate, sustained progress, or if we identify further concerns, you may be subject to disciplinary action, including termination or non-renewal. This Performance Improvement Plan has been reviewed and explained to me by my evaluator or designee. I have been advised that my continued employment with CREC is contingent upon the results of this plan. This Performance Improvement Plan is not intended to be an employment contract or guarantee of continued employment.

Employee Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Division Administrator's Signature: _____ Date: _____

PERFORMANCE IMPROVEMENT PLAN RESULTS

To be completed by the supervisor or designee after the Plan. Please check the appropriate box and provide comments to support your decision.

☐ The employee has satisfactorily met the requirements of this plan and improved in all areas.

☐ The employee has partially met the requirements of this plan and areas of improvement are still needed. A reasonable extension may be considered with the following additional support:

The plan will be extended until: 📅 Date
Additional support(s): **Click or tap here to enter text.**

☐ The employee has **not** satisfactorily met the requirements of this plan and is recommended for termination.

Employee Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Division Administrator's Signature: _____ Date: _____

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DOMAIN 1 – CLASSROOM EDUCATORS: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
1b: Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
1c: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

1d: Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

DOMAIN 2 – CLASSROOM EDUCATORS: THE CLASSROOM ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines,	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

	or that volunteers or paraprofessionals have clearly defined tasks..	prompting, students follow established routines and volunteers and paraprofessionals perform their duties.	established classroom routines and volunteers and paraprofessionals contribute to the class.	Volunteers and paraprofessionals make an independent contribution to the class.
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/ or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
2e: Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

DOMAIN 3 – CLASSROOM EDUCATORS: INSTRUCTION

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
3a: Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
3b: Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3c: Engaging Students in Learning	The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges

	activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."	thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
3d: Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment,.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work..	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
3e: Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

DOMAIN 4 – CLASSROOM EDUCATORS: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a. Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b. Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
4c. Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
4d. Participating in the Professional Community	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

4e. Growing and Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
4f. Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

DANIELSON FRAMEWORK – SCHOOL PSYCHOLOGISTS

DOMAIN 1: PLANNING AND PREPARATION	DOMAIN 2: THE ENVIRONMENT
1a. Demonstrating knowledge and skills in using psychological instruments to evaluate students 1b. Demonstrating knowledge of child and adolescent development and psychopathology 1c. Establishing goals for the psychology program appropriate to the setting and the students served 1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district 1e. Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention 1f. Developing a plan to evaluate the psychology program	2a. Establishing rapport with students 2b. Establishing a culture of positive mental health throughout the school 2c. Establishing and maintaining clear procedures for referrals 2d. Managing Student Behavior 2e. Organizing physical space for testing of students and storage of materials
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	**DOMAIN 3: DELIVERY OF SERVICE**
4a. Reflecting on practice 4b. Communicating with families 4c. Maintaining accurate records 4d. Participating in a professional community 4e. Engaging in professional development 4f. Showing professionalism	3a. Responding to referrals; consulting with teachers and administrators 3b. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines 3c. Chairing evaluation team 3d. Planning interventions to maximize students' likelihood of success 3e. Maintaining contact with physicians and community mental health service providers 3f. Demonstrating flexibility and responsiveness

DOMAIN 1 – SCHOOL PSYCHOLOGISTS: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a. Demonstrating knowledge and skills in using psychological instruments to evaluate students	**1a.** ♦ Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	**1a.** ♦ Psychologist uses a limited number of psychological instruments to evaluate students.	**1a.** ♦ Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnoses.	**1a.** ♦ Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
1b. Demonstrating knowledge of child and adolescent development and psychopathology	**1b.** ♦ Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	**1b.** ♦ Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	**1b.** ♦ Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	**1b.** ♦ Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
1c. Establishing goals for the psychology program appropriate to the setting and the students served	**1c.** ♦ Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or age of the students.	**1c.** ♦ Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	**1c.** ♦ Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	**1c.** ♦ Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	**1d.** ♦ Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	**1d.** ♦ Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	**1d.** ♦ Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	**1d.** ♦ Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e. Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention	**1e.** ♦ Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	**1e** ♦ Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	**1e.** ♦ Psychologist has developed a plan that includes the important aspects of work in the setting.	**1e.** ♦ Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.

1f. Developing a plan to evaluate the psychology program	1f. ♦ Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	1f. ♦ Psychologist has a rudimentary plan to evacuate the psychology program.	1f. ♦ Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	1f. ♦ Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 – SCHOOL PSYCHOLOGISTS: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a. Establishing rapport with students	2a. ♦ Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	2a. ♦ Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	2a. ♦ Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	2a. ♦ Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
2b. Establishing a culture of positive mental health throughout the school	2b. ♦ Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	2b. ♦ Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	2b. ♦ Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	2b. ♦ The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.
2c. Establishing and maintaining clear procedures for referrals	2c. ♦ No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	2c. ♦ Psychologist has established procedures for the referrals, but the details are not always clear.	2c. ♦ Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	2c. ♦ Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
2d. Establishing standards of conduct in the testing center	2d. ♦ No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	2d. ♦ Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	2d. ♦ Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	2d. ♦ Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

	2e.	2e.	2e.	2e.
2e. Organizing physical space for testing of students and storage of materials	♦ The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	♦ Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	♦ The testing center is well organized; materials are stored in a secure location and are available when needed.	♦ The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

DOMAIN 2 – SCHOOL PSYCHOLOGISTS: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a. Responding to referrals; consulting with teachers and administrators	**3a.** ♦ Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	**3a.** ♦ Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	**3a.** ♦ Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	**3a.** ♦ Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
3b. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines	**3b.** ♦ Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	**3b.** ♦ Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	**3b.** ♦ Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	**3b.** ♦ Psychologist selects, from a broad repertoire, those assessments that are the most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
3c. Chairing evaluation team	**3c.** ♦ Psychologist declines to assume leadership of the evaluation team.	**3c.** ♦ Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.	**3c.** ♦ Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs.	**3c.** ♦ Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.
3d. Planning interventions to maximize students' likelihood of success	**3d.** ♦ Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessment.	**3d.** ♦ Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	**3d.** ♦ Psychologist's plans for students are suitable for them and are aligned with identified needs.	**3d.** ♦ Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3e. Maintaining contact with physicians and community mental health service providers.	**3e.** ♦ Psychologist declines to maintain contact with physicians and community mental health service providers.	**3e.** ♦ Psychologist maintains occasional contact with physicians and community mental health service providers.	**3e.** ♦ Psychologist maintains ongoing contact with physicians and community mental health service providers.	**3e.** ♦ Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
3f. Demonstrating flexibility and responsiveness	**3f.** ♦ Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	**3f.** ♦ Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	**3f.** ♦ Psychologist makes revisions in the treatment program when it is needed.	**3f.** ♦ Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 – SCHOOL PSYCHOLOGISTS: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a. Reflecting on practice	4a. ♦ Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	4a ♦ Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	4a ♦ Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	4a. ♦ Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
4b. Communicating with families	4b. ♦ Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	4b ♦ Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	4b. ♦ Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	4b. ♦ Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
4c. Maintaining accurate records	4c. ♦ Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	4c. ♦ Psychologist's records are accurate and legible, and stored in a secure location.	4c. ♦ Psychologist's records are accurate and legible, well organized, and stored in a secure location.	4c. ♦ Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
4d. Participating in a professional community	4d. ♦ Psychologist's relationships with colleagues are negative or self- serving, and psychologist avoids being involved in school and district events and projects.	4d. ♦ Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	4d. ♦ Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	4d. ♦ Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e. Engaging in professional development	4e. ♦ Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	4e. ♦ Psychologist's participation in professional development activities is limited to those that are convenient or are required.	4e. ♦ Psychologist seeks out opportunities for professional development based on an individual assessment of need.	4e. ♦ Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

4f. Showing professionalism	4f. ♦ Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	4f. ♦ Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	4f. ♦ Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	4f. ♦ Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

DANIELSON FRAMEWORK – SCHOOL COUNSELORS

DOMAIN 1: PLANNING AND PREPARATION	DOMAIN 2: THE ENVIRONMENT
1a. Demonstrating knowledge of counseling theory and techniques	2a. Creating an environment of respect and rapport
1b. Demonstrating knowledge of child and adolescent development	2b. Establishing a culture of productive communication
1c. Establishing goals for the counseling program appropriate to the setting and the students served	2c. Managing routines and procedures
1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	2d. Establishing standards of conduct and contributing to the culture for student behavior throughout the school
1e. Planning the counseling program, integrated with the regular school program	2e. Organizing physical space
1f. Designing a plan to evaluate the counseling program	
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	DOMAIN 3: DELIVERY OF SERVICE

4a. Reflecting on practice	3a. Assessing student needs
4b. Maintaining records and submitting them in a timely fashion	3b. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs
4c. Communicating with families	3c. Using counseling techniques in individual and classroom programs
4d. Participating in a professional community	3d. Brokering resources to meet needs
4e. Engaging in professional development	3e. Demonstrating flexibility and responsiveness
4f. Showing professionalism	

DOMAIN 1 – SCHOOL COUNSELORS: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
1a. Demonstrating knowledge of counseling theory and techniques	**1a.** ♦ Counselor demonstrates little understanding of counseling theory and techniques.	**1a.** ♦ Counselor demonstrates basic understanding of counseling theory and techniques.	**1a.** ♦ Counselor demonstrates understanding of counseling theory and techniques.	**1a.** ♦ Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1b. Demonstrating knowledge of child and adolescent development	**1b.** ♦ Counselor displays little or no knowledge of child and adolescent development.	**1b.** ♦ Counselor displays partial knowledge of child and adolescent development.	**1b.** ♦ Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exception to the general patterns.	**1b.** ♦ In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
1c. Establishing goals for the counseling program appropriate to the setting and the students served	**1c.** ♦ Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	**1c.** ♦ Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and to the age of the students.	**1c.** ♦ Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students,	**1c.** ♦ Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	**1d.** ♦ Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	**1d.** ♦ Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	**1d.** ♦ Counselor's displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	**1d.** ♦ Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e. Planning the counseling program, integrated with the regular school program	**1e.** ♦ Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	**1e** ♦ Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	**1e.** ♦ Counselor has developed a plan that includes the important aspects of counseling in the setting.	**1e.** ♦ Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f. Designing a plan to evaluate the counseling program	**1f.** ♦ Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	**1f.** ♦ Counselor has a rudimentary plan to evacuate the counseling program.	**1f.** ♦ Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	**1f.** ♦ Counselor's evaluation plan is highly sophisticated with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 – SCHOOL COUNSELORS: THE ENVIRONMENT

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

DOMAIN 3 – SCHOOL COUNSELORS: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
3a. Assessing student needs	**3a.** ♦ Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	**3a.** ♦ Counselor's assessments of student needs are perfunctory.	**3a.** ♦ Counselor assesses student needs and knows the range of student needs in the school.	**3a.** ♦ Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	**3b.** ♦ Counselor's program is independent of identified student needs.	**3b.** ♦ Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	**3b.** ♦ Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	**3b.** ♦ Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
3c. Using counseling techniques in individual and classroom programs	**3c.** ♦ Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	**3c.** ♦ Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	**3c.** ♦ Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning	**3c.** ♦ Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
3d. Brokering resources to meet needs	**3d.** ♦ Counselor does not make connections with other programs in order to meet student needs.	**3d.** ♦ Counselor's efforts to broker services with other programs in the school are partially successful.	**3d.** ♦ Counselor brokers with other programs within the school or district to meet student needs.	**3d.** ♦ Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e. Demonstrating flexibility and responsiveness	**3e.** ♦ Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	**3e.** ♦ Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	**3e.** ♦ Counselor makes revision in the counseling program when they are needed.	**3e.** ♦ Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 – SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES

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

DANIELSON FRAMEWORK – INSTRUCTIONAL SPECIALISTS

DOMAIN 1: PLANNING AND PREPARATION	DOMAIN 2: ENVIRONMENT
1a. Demonstrates Understanding of the Underlying Research, Theories, Knowledge, and Skills of the Discipline **1b. Identifies the Instructional Improvement Needs of the Teachers Served** **1c. Identifies Clear, Specific, and Appropriate Goals for the Instructional Support Program** **1d. Identifies Resources for the Instructional Support Program that are Available Within and Also Outside the School/District** **1e. Plans a Coherent Program of Instructional Support Fully Integrated with the School Program** **1f. Develops a Plan and Process for the Ongoing Assessment and Improvement of the Instructional Support Program**	**2a. Creates a Respectful and Emotionally Safe Culture that Promotes Collaboration** **2b. Promotes a Culture of Continuous Instructional Improvement** **2c. Develops Processes and Procedures for Teachers to Participate in Support Activities** **2d. Establishes Clearly Defined Norms for Professional Conduct** **2e. Organizes Physical Space for Professional Learning**
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	DOMAIN 3: DELIVERY OF SERVICES
4a. Reviews and Reflects on Practices to Inform Improvement **4b. Follows Established Procedures for Developing and Submitting Accurate and Timely Records, Budgets, and Reports** **4c. Coordinates Improvement Efforts with Other Specialists** **4d. Engages with the Larger School Community** **4e. Enhances professional Capacity Through Ongoing Professional Learning** **4f. Demonstrates Professionalism by Adhering to the Highest Standards of Integrity and Confidentiality**	**3a. Collaborates with Teachers to Design Rigorous, Standards-Based Classroom Instruction** **3b. Addresses the Instructional Improvement Needs of the Teachers Served** **3c. Engages Teachers in Learning New Instructional Strategies and Practices** **3d. Provides Relevant and Timely Feedback to Teachers** **3e. Provides Responsive Professional Support**

DOMAIN 1 – INSTRUCTIONAL SPECIALISTS: PLANNING AND PREPARATION

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
1a. Demonstrates Understanding of the Underlying Research, Theories, Knowledge, and Skills of the Discipline	**1a.** ♦ Specialist demonstrates little of no understanding of the critical concepts and content of the discipline.	**1a.** ♦ Specialist demonstrates limited understanding of the critical concepts and content of the discipline and of the range of proven strategies to effectively provide the instructional support services.	**1a.** ♦ Specialist demonstrates solid understanding of the critical concepts and content of the discipline and of a range of research-based practices to provide the instructional support services.	**1a.** ♦ Specialist demonstrates extensive understanding of the critical concepts and content of the discipline and of an extensive range of research-based practices and strategies to provide the instructional support services
1b. Identifies the Instructional Improvement Needs of the Teachers Served	**1b.** ♦ Specialist has little to no knowledge of the instructional improvement needs of the teachers served.	**1b.** ♦ Specialist has limited knowledge of the teachers instructional improvement needs.	**1b.** ♦ Specialist knows the instructional improvement needs of the teachers served.	**1b.** ♦ Specialist proactively seeks additional knowledge about each teacher's instructional improvement needs to understand how to best support teachers in implementing the school's programs.
1c. Identifies Clear, Specific, and Appropriate Goals for the Instructional Support Program	**1c.** ♦ Specialist's goals are either inappropriate or unclear. ♦ The goals do not align with the teachers' needs.	**1c.** ♦ Specialist's goals are partially defined and/or minimally aligned with teachers' needs for instructional support.	**1c.** ♦ Specialist's goals are clear, specific, and appropriate for the needs of the teachers and the school program. ♦ Teachers accept and endorse the goals.	**1c.** ♦ Specialist's goals have been designed in collaboration with teachers and school leaders, and are tightly aligned with both teachers' instructional needs and the school program.
1d. Identifies Resources for the Instructional Support Program that are Available Within and also Outside the School/District	**1d.** ♦ Specialist does not identify resources to support the instructional support program.	**1d.** ♦ Specialist has limited knowledge of resources within the school and district that can be used to improve teachers' instructional skills.	**1d.** ♦ Specialist can readily identify appropriate human and material resources within the school and district, or beyond, that can help teachers build their instructional capacity.	**1d.** ♦ Specialist proactively seeks a wide range of resources from multiple sources to build the instructional capacity of the teachers. ♦ Teachers share their knowledge of external resources with the Specialist.
1e. Plans a Coherent Program of Instructional Support Fully Integrated with the School Program	**1e.** ♦ Specialist's instructional support program is either not planned or planned independently of the school program and the capacity of the faculty to implement the school program. ♦ The planned instructional support program is based on a series of disconnected professional learning "events" that lacks coherence.	**1e.** ♦ The planned instructional support program is integrated with the school program in limited ways. ♦ The planned instructional support program reflects a limited degree of coherence.	**1e.** ♦ The planned instructional support program is fully integrated with the school program. ♦ The planned instructional support program offers an organized and coherent approach to instructional improvement.	**1e.** ♦ The planned instructional support program is fully integrated with the school program and designed to drive its goals. ♦ The planned instructional support program is coherent and helps bring additional coherence to the school program.

1f. Develops a Plan and Process for the Ongoing Assessment and Improvement of the Instructional Support Program	1f. ♦ Specialist's instructional support program is either not planned or planned independently of the school program and the capacity of the faculty to implement the school program. ♦ The planned instructional support program is based on a series of disconnected professional learning "events" that lacks coherence.	1f. ♦ The planned instructional support program is integrated with the school program in limited ways. ♦ The planned instructional support program reflects a limited degree of coherence.	1f. ♦ The planned instructional support program is fully integrated with the school program. ♦ The planned instructional support program offers an organized and coherent approach to instructional improvement.	1f. ♦ The planned instructional support program is fully integrated with the school program and designed to drive its goals. ♦ The planned instructional support program is coherent and helps bring additional coherence to the school program.

DOMAIN 2– INSTRUCTIONAL SPECIALISTS: ENVIRONMENT

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
2a. Creates a Respectful and Emotionally Safe Culture that Promotes Collaboration	2a. ♦ Specialist has not created an environment where teachers feel safe asking for assistance. There is no evidence of collaboration in addressing problems of practice.	2a. ♦ Many teachers participate in professional learning initiated by the Specialist, but there is limited evidence of collaboration in designing the professional learning or in setting goals for improved instruction. ♦ Teachers indicate that they feel relatively safe participating in the professional learning developed by the Specialist.	2a. ♦ Most teachers participate in professional learning initiated by the Specialist. ♦ Some teachers initiate contact with the Specialist to seek support for collaborative efforts to improve instructional practices. ♦ Teachers indicate that the instructional improvement efforts are respectful and responsive.	2a. ♦ Teachers work collaboratively with the Specialist to co-develop and participate in improvement-focused professional learning. ♦ Teachers indicate that their contributions are respected and valued, promoting a culture of collaboration.
2b. Promotes a Culture of continuous Instructional Improvement	2b. ♦ Specialist does not communicate that instructional improvement is a continuous process, instead implying that it is a compliance-driven event.	2b. ♦ Specialist attempts to build a culture of continuous improvement are mixed. ♦ Some teachers acknowledge the importance of continuous improvement and accept support from the Specialist.	2b. ♦ Specialist creates a culture in which continuous improvement is acknowledged as critical work for all staff. ♦ Teachers feel comfortable in reaching out for support in their instructional improvement efforts.	2b. ♦ Teachers initiate instructional improvement efforts, working collaboratively with the Specialist to define the goals, processes, and methods to measure the implementation and impact of the initiatives.
2c. Develops Processes and Procedures for Teachers to participate in Support Activities	2c. ♦ No processes or procedures are in place. ♦ Teachers do not know how to access the services provided by the Specialist.	2c. ♦ Teachers have a limited understanding of how to access services offered by the Specialist. ♦ Processes and procedures lack the specificity necessary to guide teachers.	2c. ♦ Clear processes and procedures are in place to guide teachers in understanding how to access each of the services provided by the Specialist. ♦ Teachers understand the procedures and use them to access services.	2c. ♦ Clear processes and procedures to access the range of services provided are in place and well communicated. ♦ The essential stakeholders participated in developing the procedures and promote their use among the teachers.

2d. Establishes Clearly Defined Norms for Professional Conduct	**2d.** ♦ Norms for professional conduct have not been defined. ♦ Adult interactions can be described as unproductive and often disrespectful.	**2d.** ♦ Specialist makes limited attempts to establish norms for adult interactions. ♦ Adult interactions are inconsistently productive and respectful.	**2d.** ♦ Clear norms for guiding professional conduct have been established and promoted within the school. ♦ The norms frame productive and respectful interactions among the adults.	**2d.** ♦ Teachers observe the established norms for professional conduct, holding themselves and each other accountable for honoring the norms.
2e. Organizes Physical Space for Professional Learning	**2e.** ♦ Spaces for group work are poorly organized, resulting in lost time, a sense of chaos, and lack of engagement. ♦ The physical environment and the activities designed to support professional learning are poorly aligned. ♦ Teachers do not feel comfortable in the space.	**2e.** ♦ Spaces for group work are sufficiently organized so that they do not constrain the professional learning. ♦ Teachers generally feel comfortable in the workspace.	**2e.** ♦ Professional learning spaces are well organized to minimize lost time, ensure the engagement of participants, and provide an "adult" environment that is free of distractions. ♦ Teachers are comfortable in the physical space.	**2e.** ♦ Teachers and the Specialist collaborate to ensure the physical space is well organized and flexibly designed to support multiple approaches to professional learning. ♦ Teachers are comfortable in the physical space and often use it for their own meetings.

DOMAIN 3 – INSTRUCTIONAL SPECIALISTS: DELIVERY OF SERVICES

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
3a. Collaborates with Teachers to Design Rigorous, Standards- Based Classroom Instruction	**3a.** ♦ Specialist does not collaborate with teachers in designing classroom instruction.	**3a.** ♦ Specialist provides limited support to teachers in designing classroom instruction. ♦ The support is often more cooperative than collaborative.	**3a.** ♦ Specialist promotes and engages in collaborative efforts to work with teachers to design standards-based classroom instruction.	**3a.** ♦ Teachers take the initiative to work with Specialist to design classroom instruction that is standards-based, rigorous, and engaging.
3b. Addresses the Instructional Improvement Needs of the Teachers Served	**3b.** ♦ The instructional improvement support delivered by the Specialist is of poor quality and does not address the needs of the teachers served.	**3b.** ♦ The instructional improvement support designed and delivered by the Specialist is of mixed quality, addressing the needs of a limited number of the teachers served.	**3b.** ♦ The instructional improvement support designed and delivered by the Specialist is of high quality and appropriately addresses the needs of the teachers served.	**3b.** ♦ The Specialist offers teachers an opportunity to inform the workshops and modeling services in order to ensure a tight alignment with their instructional improvement needs.
3c. Engages teachers in Learning New Instructional Strategies and Practices	**3c.** ♦ Specialist is not successful in promoting professional learning. ♦ Teachers do not take part in professional learning.	**3c.** ♦ Specialist has limited success in promoting opportunities for professional learning. Some teachers engage in the professional learning provided.	**3c.** ♦ Specialist successfully engages teachers in learning new instructional strategies and practices. ♦ Teachers participate in the professional learning.	**3c.** ♦ Specialist and teachers collaborate on identifying topics for professional learning about instructional strategies and practices. ♦ Teachers are highly motivated participants in ongoing professional learning.
3d. Provides Relevant and Timely Feedback to Teachers	**3d.** ♦ There is little or no feedback given to teachers regarding their professional growth. ♦ Teachers do not appear to be aware of their professional learning goals and do not engage in self-assessment.	**3d.** ♦ Teachers are aware of their learning goals, but feedback to teachers is minimal and inconsistent.	**3d.** ♦ Specialist provides timely and consistent feedback to teachers based on clearly communicated goals for professional growth.	**3d.** ♦ Specialist integrates multiple types of evidence, including teachers' self-assessments, to provide timely and consistent feedback to teachers regarding their professional growth. ♦ Specialist works with teachers to use the feedback to update professional learning goals and/or develop new goals to support ongoing improvement.

3e. Provides Responsive professional Support	3e. ♦ Specialist offers a rigid approach to professional support that is followed regardless of impact or appropriateness.	3e. ♦ Specialist sometimes modifies plans/approaches in response to teacher requests or evident needs.	3e. ♦ Specialist provides responsive services by adapting and adjusting plans for services as teacher needs and interests change.	3e. ♦ Specialist solicits input from key stakeholders to ensure the professional support is appropriate and responsive to the existing and emerging interests and needs of teachers. ♦ Services are adapted as needed to ensure responsiveness.

DOMAIN 4 – INSTRUCTIONAL SPECIALISTS: PROFESSIONAL RESPONSIBILITIES

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
4a. Reviews and Reflects on Practice to Inform Improvement	**4a.** ♦ Specialist either does not review the counseling practice or provides inaccurate recommendations for improvement.	**4a.** ♦ Specialist's reflections are vague, informing recommendations for improvement that are too global to be actionable.	**4a.** ♦ Specialist accurately reflects on the implementation and the impact of the instructional improvement services, providing concrete and specific examples of challenges and successes. ♦ Recommendations for improvement are specific and focused on program improvement.	**4a.** ♦ Specialist's reflections are both specific and perceptive, framed by clear evidence for the recommendations provided. ♦ Specialist's professional judgment and expertise help shape specific recommendations for alternative approaches to meeting the instructional improvement goals.
4b. Follows Established Procedures for Developing and Submitting Accurate and Timely Records, Budgets, and Reports	**4b.** ♦ Specialist does not follow procedures that have been established for developing and submitting required documents. ♦ Required documents are usually inaccurate and late.	**4b.** ♦ Specialist has limited success in following established procedures to prepare accurate budgets, service records, and reports. ♦ Required documents are often submitted late.	**4b.** ♦ Specialist follows established procedures to guide the development of budgets, service records, and reports. ♦ Required documents are accurate and submitted on time.	**4b.** ♦ Specialist follows and informs the improvement of established procedures for developing and submitting required reports. ♦ Budgets are designed to support improvement by reflecting diagnosed needs. ♦ Required documents are accurate, submitted on time, and generally viewed as exemplars to guide the work of others.
4c. Coordinates Improvement Efforts with Other Specialists	**4c.** ♦ Specialist tends to work in isolation, not coordinating improvement efforts in any way with other Specialists at the school.	**4c.** ♦ Specialist is inconsistent in coordinating improvement efforts with other Specialists at the school, inhibiting a common vision and aligned focus for the work.	**4c.** ♦ Specialist consistently coordinates improvement efforts with other Specialists at the school, creating a single vision of effective instruction and a clear and aligned approach to leveraging this.	**4c.** ♦ Specialist seeks opportunities to coordinate improvement efforts with other Specialists at the school and with other stakeholders, including external stakeholders, who can provide support for the improvement work.
4d. Engages with the Larger School community	**4d.** ♦ Specialist does not participate in school committees, projects, and/or events. ♦ Professional relationships with peers are distant or negative.	**4d.** ♦ Specialist selectively engages with school committees, projects, and/or events, typically when asked. ♦ Relationships with colleagues are professionally courteous.	**4d.** ♦ Specialist actively participates in, supports, and contributes to school committees, projects, and/or events. ♦ Professional relationships are positive, cooperative, and productive.	**4d.** ♦ Specialist seeks opportunities to engage in school events, projects, and/or committees and makes significant contributions to these, often taking a leadership role.

4e. Enhances Professional Capacity Through Ongoing Professional Learning	**4e.** ♦ Specialist does not participate in professional learning.	**4e.** ♦ Specialist participates only in professional learning that is required by the district or state. ♦ Specialist makes limited attempts to share the professional learning with school staff.	**4e.** ♦ Specialist seeks professional learning opportunities, including coaching, to improve professional practice. ♦ Specialist schedules opportunities to share the professional learning with colleagues.	**4e.** ♦ Specialist seeks out formal and informal professional learning, including feedback from colleagues and attendance at the professional conferences. Specialist applies this learning to improve the counseling services and to increase the professional knowledge and skills of colleagues.
4f. Demonstrates Professionalism by Adhering to the Highest Standards of Integrity and confidentiality	**4f.** ♦ Specialist violates teachers' confidentiality and acts with low levels of integrity. ♦ Teachers do not trust this Specialist.	**4f.** ♦ Specialist is inconsistent in honoring both confidentiality and professional integrity. ♦ Teachers have low levels of trust in this Specialist.	**4f.** ♦ Specialist frames all professional interactions with high standards of professional honesty, integrity, and confidentiality. ♦ Teachers trust this Specialist.	**4f.** ♦ Specialist is well regarded as someone who consistently displays the highest standards of honesty, integrity, and confidentiality, challenging negativity and promoting high standards of professionalism throughout the school. ♦ Teachers seek out and trust this Specialist.

DANIELSON FRAMEWORK – LIBRARY-MEDIA SPECIALISTS

DOMAIN 1: PLANNING AND PREPARATION	DOMAIN 2: THE ENVIRONMENT
1a. Demonstrating knowledge of literature and current trends in library/media practice and information technology 1b. Demonstrating knowledge of the school's program and student information needs within that program 1c. Establishing goals for the library/media program appropriate to the setting and the students served 1d. Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan 1e. Planning the library/media program integrated with the overall school program 1f. Developing a plan to evaluate the library/media program	2a. Creating an environment of respect and rapport 2b. Establishing a culture for investigation and love of literature 2c. Establishing and maintaining library procedures 2d. Managing student behavior 2e. Organizing physical space to enable smooth flow
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	**DOMAIN 3: DELIVERY OF SERVICE**
4a. Reflecting on practice 4b. Preparing and submitting reports and budgets 4c. Communicating with the larger community 4d. Participating in a professional community 4e. Engaging in professional development 4f. Showing professionalism	3a. Maintaining and extending the library collection in accordance with the school's needs and within budget limitations 3b. Collaborating with teachers in the design of instructional units and lessons 3c. Engaging students in enjoying literature and in learning information skills 3d. Assisting students and teachers in the use of technology in the library/media center 3e. Demonstrating flexibility and responsiveness

DOMAIN 1 – LIBRARY-MEDIA SPECIALISTS: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a. Demonstrating knowledge of literature and current trends in library/media practice and information technology	**1a.** ♦ Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	**1a.** ♦ Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	**1a.** ♦ Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	**1a.** ♦ Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
1b. Demonstrating knowledge of the school's program and student information needs within that program	**1b.** ♦ Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	**1b.** ♦ Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	**1b.** ♦ Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	**1b.** ♦ Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
1c. Establishing goals for the library/media program appropriate to the setting and the students served	**1c.** ♦ Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	**1c.** ♦ Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	**1c.** ♦ Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	**1c.** ♦ Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.
1d. Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan	**1d.** ♦ Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	**1d.** ♦ Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	**1d.** ♦ Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	**1d.** ♦ Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
1e. Planning the library/media program integrated with the overall school program	**1e.** ♦ Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	**1e** ♦ Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	**1e.** ♦ Library/media specialist's plan is well designed to support both teachers and students in their information needs.	**1e.** ♦ Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.

1f. Developing a plan to evaluate the library/media program	1f. ♦ Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	1f. ♦ Library/media specialist has a rudimentary plan to evaluate the library/media program.	1f. ♦ Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	1f. ♦ Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 – LIBRARY-MEDIA SPECIALISTS: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a. Creating an environment of respect and rapport	**2a.** ♦ Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	**2a.** ♦ Interactions, both between the library/media specialist and student and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	**2a.** ♦ Interactions, both between the library/media specialist and students are and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	**2a.** ♦ Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
2b. Establishing a culture for investigation and love of literature	**2b.** ♦ Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	**2b.** ♦ Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	**2b.** ♦ Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	**2b.** ♦ Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
2c. Establishing and maintaining library procedures	**2c.** ♦ Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either non-existent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	**2c.** ♦ Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	**2c.** ♦ Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	**2c.** ♦ Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.
2d. Managing student behavior	**2d.** ♦ There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	**2d.** ♦ It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	**2d.** ♦ Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	**2d.** ♦ Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

2e. Organizing physical space to enable smooth flow	2e. ♦ Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	2e. ♦ Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	2e. ♦ Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	2e. ♦ Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

DOMAIN 3 – LIBRARY-MEDIA SPECIALISTS: DELIVERY OF SERVICE

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

DOMAIN 4 – LIBRARY-MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a. Reflecting on practice	**4a.** ♦ Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	**4a** ♦ Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	**4a** ♦ Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	**4a.** ♦ Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b. Preparing and submitting reports and budgets	**4b.** ♦ Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	**4b** ♦ Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports and sometimes submitted on time.	**4b.** ♦ Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	**4b.** ♦ Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
4c. Communicating with the larger community	**4c.** ♦ Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	**4c.** ♦ Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	**4c.** ♦ Library/media specialist engages in outreach efforts to parents and the larger community.	**4c.** ♦ Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
4d. Participating in a professional community	**4d.** ♦ Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	**4d.** ♦ Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	**4d.** ♦ Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	**4d.** ♦ Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e. Engaging in professional development	**4e.** ♦ Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	**4e.** ♦ Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	**4e.** ♦ Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	**4e.** ♦ Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

4f. Showing professionalism	4f. ♦ Library/media specialist displays dishonesty in interactions with colleagues, students, and the public, violates copyright laws.	4f. ♦ Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	4f. ♦ Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	4f. ♦ Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

DANIELSON FRAMEWORK – THERAPEUTIC SPECIALISTS

DOMAIN 1: PLANNING AND PREPARATION	DOMAIN 2: THE ENVIRONMENT
1a. Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license **1b.** Establishing goals for the therapy program appropriate to the setting and students served **1c.** Demonstrating knowledge of district, state, and federal regulations and guidelines. **1d.** Demonstrating knowledge of resources, both within and beyond the school and district **1e.** Planning the therapy program, integrated with the regular school program, to meet the needs of individual students. **1f.** Developing a plan to evaluate the therapy program.	**2a.** Establishing rapport with students **2b.** Organizing time effectively **2c.** Establishing and maintaining clear procedures for referrals. **2d.** Establishing standards of conduct in the treatment center **2e.** Organizing physical space for testing of students and providing therapy
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	**DOMAIN 3: DELIVERY OF SERVICE**
4a. Reflecting on practice **4b.** Collaborating with teachers and administrators **4c.** Maintaining an effective data-management system **4d.** Participating in a professional community **4e.** Engaging in professional development **4f.** Showing professionalism, including integrity, advocacy, and maintaining confidentiality	**3a.** Responding to referrals and evaluating student needs **3b.** Developing and implementing goals and benchmarks to maximize students' success **3c.** Communicating with families **3d.** Collecting information; writing reports **3e.** Demonstrating flexibility and responsiveness

DOMAIN 1 – THERAPEUTIC SPECIALISTS: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a. Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license.	Therapist demonstrates little or no knowledge and skill in the therapy area; does not hold or maintain the necessary certificate or license.	Therapist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Therapist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Therapist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
1b. Establishing goals for the therapy program appropriate to the setting and the students served.	Therapist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Therapist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Therapist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Therapist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
1c. Demonstrating knowledge of district, state, and federal regulations and guidelines.	Therapist demonstrates little or no knowledge of special education laws and procedures.	Therapist demonstrates basic knowledge of special education laws and procedures.	Therapist demonstrates thorough knowledge of special education laws and procedures.	Therapist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
1d. Demonstrating knowledge of resources, both within and beyond the school and district	Therapist demonstrates little or no knowledge of resources for students available through the school or district.	Therapist demonstrates basic knowledge of resources for students available through the school or district.	Therapist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Therapist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e. Planning the therapy program, integrated with the regular school program, to meet the needs of individual students.	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Therapist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Therapist has developed a plan that includes the important aspects of work in the setting.	Therapist's plan is highly coherent and preventative and serves to support students individually, within the broader educational program.
1f. Developing a plan to evaluate the therapy program.	Therapist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Therapist has a rudimentary plan to evaluate the therapy program.	Therapist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Therapist's evaluation plan is highly sophisticated with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 – THERAPEUTIC SPECIALISTS: THE ENVIRONMENT

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

DOMAIN 3 – THERAPEUTIC SPECIALISTS: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a. Responding to referrals and evaluating student needs	Therapist fails to respond to referrals or makes hasty assessments of student needs.	Therapist responds to referrals when pressed and makes adequate assessments of student needs.	Therapist responds to referrals and makes through assessments of student needs.	Therapist is proactive in responding to referrals and makes highly competent assessments of student needs.
3b. Developing and implementing goals and benchmarks to maximize students' success	Therapist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Therapist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Therapist's plans for students are suitable for them and are aligned with identified needs.	Therapist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c. Communicating with families	Therapist fails to communicate with families and secure necessary	Therapist's communication with families is partially successful; permissions are obtained, but	Therapist communicates with families and secures necessary permission for evaluations,	Therapist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic
3d. Collecting information; writing reports	Therapist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Therapist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Therapist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Therapist is proactive in collecting important information, interviewing teachers and parents, if necessary; reports are accurate and clearly written and are tailored for the audience.
3e. Demonstrating flexibility and responsiveness	Therapist adheres to the plan or program, in spite of evidence of its inadequacy.	Therapist makes modest changes in the treatment program when confronted with evidence of the need for change.	Therapist makes revisions in the treatment program when they are needed.	Therapist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 – THERAPEUTIC SPECIALISTS: PROFESSIONAL RESPONSIBILITIES

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