

# Newington Public Schools Educator and Leader Evaluation and Support Plan 2024



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## Introduction

The primary goal of the evaluation and support system is to strengthen individual and collective practices to increase student learning, growth, and achievement. The district's Professional Development and Evaluation Committee (PDEC) engaged in a collaborative process to design an educator and leader evaluation framework. This framework not only meets the CSDE's standards but also fosters educators' and leaders' practices through a continuous learning process.

## Connecticut General Statutes Requirement

Connecticut General Statutes 10-151b requires that "the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher."

**Teacher** is defined as "each certified professional employee below the rank of superintendent employed by a board of education who holds a certificate or permit issued by the State Board of Education" (SBE). This definition encompasses the multiple roles of certified professional employees employed by a board of education (see Appendix A).

**Educator** includes teachers and educator support specialists who provide instruction and support services to students and staff. Educators serving in a teaching role or serving in a role of providing support services hold a valid certificate or permit issued by the State Board of Education.

## Vision

All Newington educators have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator evaluation and support system so that all Newington students experience growth and success.

## Guiding Principles

The transformational design of the educator evaluation and growth plan is grounded in six guiding principles that use high quality professional learning to advance educator practice and student learning, growth, and achievement.

- Allow for differentiation of roles (teachers, counselors, instructional coaches, student support staff).
- Simplify and reduce the burden (eliminate technical challenges, paperwork, steps).
- Focus on things that matter (identify high leverage goal focus areas).
- Connect to best practices aimed at the development of the whole child (including, but not limited to, academic, social, emotional, and physical development).
- Focus on educator growth and agency (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).
- Meaningful connections to professional learning (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- Specific, timely, accurate, actionable, and reciprocal feedback.

# **Educator Evaluation and Support Plan**

## Educator Evaluation Overview

All educators will be assigned a primary evaluator (092). **Educators and evaluators will hold meetings in a spirit of continuous improvement, reflection, and collaboration.** The vision, guiding principles, and overall framework for educator evaluation and support describe a systematic process of continuous improvement and professional learning leading to high-quality instructional practices and improved outcomes for students.

The evaluation process will **shift the focus from ratings to a process that embraces conversations around new learning, and how that learning has impacted educator practice and student outcomes.** The design elements are based on the Connecticut Guidelines for Educator Evaluation (2023), research-based practices and examples from other districts/organizations.

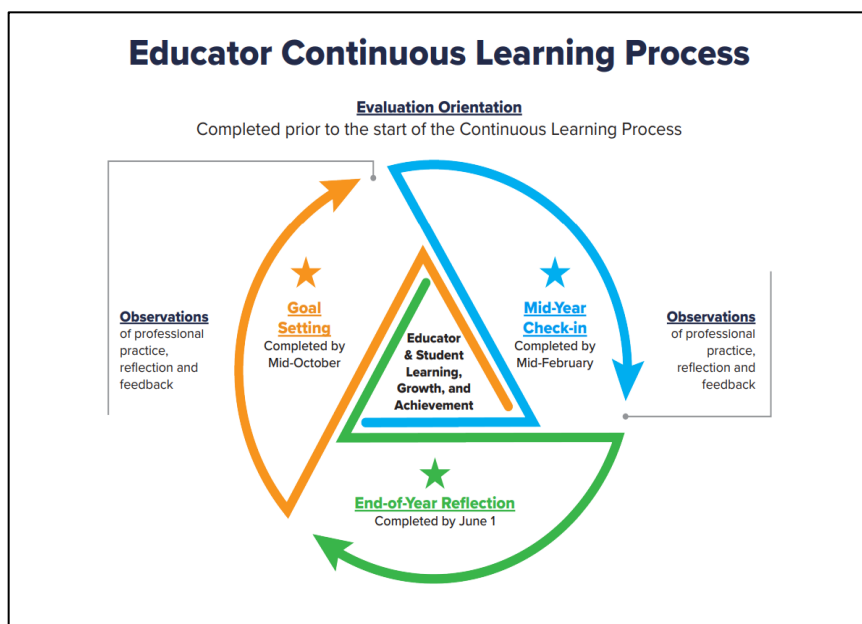
## The Continuous Learning Process for Educators

The evaluation and support model are 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 and feedback.
- The evaluator serves as a learning partner who supports the educator through the learning and growth process.
- Within the process, the educator collaborates and serves as a reflective practitioner to determine mutually agreed upon educator goals, professional practice and educator growth, and observation and feedback focus.

During each school year, a **minimum of three check-ins** (Goal Setting, Mid-Year Check-in, and End-of-the-Year Reflection) provide an opportunity for a reciprocal discussion of what is happening in the classroom, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration.

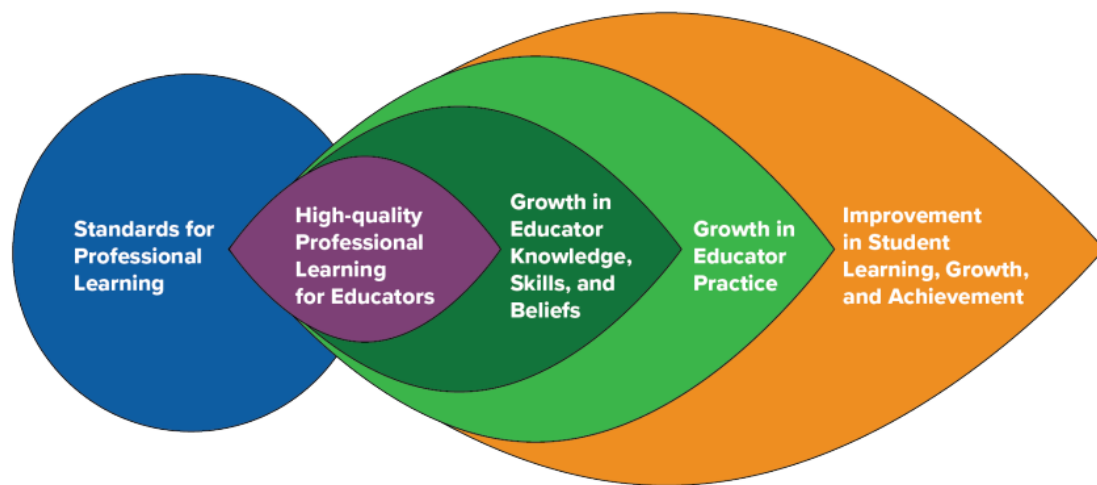
*Below is a graphic with the associated steps and reflections that should take place throughout the process.*



## Professional Learning Standards and Structures

Professional learning is essential to the success of the district's educator evaluation and growth plan. [Learning Forward's Professional Learning Standards 2022](#), serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.

*The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators and students.*



## Educator Orientation

For all educators who are new to NPS, an orientation on the educator evaluation and support process shall take place no later than **September 1** or prior to the start of the process. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics/single-point competencies and standards
- Observation of practice/Review of practice
- Tiered supports
- Dispute resolution

Periodic training for educators and evaluators will include engaging in and providing reciprocal feedback tied to standards, evidence of professional practice, and revisions to the evaluation plan as required by C.G.S. 10-151b.

## Goal(s) Setting (Completed by mid-October)

Goals and standards should be consistent with the goals of the district. **Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of practice.**

- This will encourage individual educators to reflect on how they are contributing to the goals, mission, vision of the district, and whether they will be developing **individual, department, or grade-level team-based goals.**



- The goal-setting process should encourage consideration of growth of the whole child - considering growth indicators in a variety of areas critical to the overall well-being of students.

The initial goal setting meeting includes a **dialogue between the educator(s) and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement.**

- This meeting will take place in person.
- Goal setting meetings can be done individually or as a group as determined by the primary evaluator.

The educator(s) 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.**

- **Multiple Measures** can include, but is not limited to, student learning, educator learning, cultural changes, growth, and achievement as mutually agreed upon during the goal-setting process and may include additional evidence relative to one or more competencies (*See Appendix B*).

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.

### **Midyear Check-in (Completed by mid-February)**

The midyear check-in consists of **reciprocal dialogue** between the educator and evaluator and includes a written **educator self-reflection on progress towards their goal(s)** so far.

- This meeting will take place in person.
- Midyear Check-ins can be done individually or as a group as determined by the primary evaluator.

The reflection shall include an analysis of the **impact of their learning on their own practice, student learning, growth and achievement, and the school community.**

- Educators self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.
- The evaluator provides specific, standards-based feedback related to the educator's goal.

The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence.

### **End-of-Year Reflection (Completed by June 1)**

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.**

- This meeting will take place in person.
- End-of-year reflections can be done individually or as a group as determined by the primary evaluator.

A written end-of-year reflection 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), identified standard(s), and multiple measures** and will make a distinction regarding the educator's successful completion of the professional learning process.

(see Appendix B for Goal Setting, Midyear and End of Year Forms)

<p><b>Goal Setting</b> Completed by Mid-October</p> <p><b>Beginning of the Year Goal(s) and Planning</b></p> <ul style="list-style-type: none"> <li>Self reflect</li> <li>Review evidence</li> </ul> <p><b>Goal(s), Rationale, Alignment, and Professional Learning Plan</b></p> <ul style="list-style-type: none"> <li>Draft goal(s), rationale, alignment, professional learning plan</li> </ul> <p><b>Goal Setting Conference</b></p> <ul style="list-style-type: none"> <li>Mutually agree on 1-, 2-, or 3-year goal(s)</li> <li>Determine individual or group goal(s)</li> <li>Mutually agree on professional learning needs and support</li> </ul>	<p><b>Mid-year Check-in</b> Completed by Mid-February</p> <p><b>Mid-Year Check-in: Reflection, Adjustments, and Next Steps</b></p> <ul style="list-style-type: none"> <li>Review and discuss currently collected evidence towards goal(s) and of practice</li> <li>Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement</li> </ul> <p><b>Mid-Year Conference</b></p> <ul style="list-style-type: none"> <li>Discuss evidence, reflection, and feedback from evaluator</li> <li>Adjust and revise as needed</li> </ul>	<p><b>End-of-Year Reflection</b> Completed by June 1</p> <p><b>End-of-Year Reflection and Feedback Process</b></p> <ul style="list-style-type: none"> <li>Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement</li> </ul> <p><b>End-of-Year Conference/ Summative Feedback and Growth Criteria</b></p> <ul style="list-style-type: none"> <li>Evaluator provides written summative feedback and guides next steps</li> <li>Annual Summary sign-off</li> </ul>
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## Standards and Criteria for Educators

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. **Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC.** The following professional practice standards ground this model's framework:

1. General and Special Education Teachers - Danielson Framework for Teaching (2022 Danielson Group)
2. Instructional Coaches - Instructional Coaching Practice Standards (2018 New Teacher Center)
3. Library Media Specialists - Danielson Framework for Teaching (based on the 2022 Danielson Group)
4. School Counselors – CT Comprehensive K-12 School Counseling Framework (2020 CTSDE)
5. School Psychologists – The Professional Standards (National Association of School Psychologists 2020)
6. Social Workers – Standards for School Social Work Services (National Associations of Social Workers 2012)
7. Speech Language Pathologist - Danielson Framework for Teaching (based on the 2022 Danielson Group)

While a rubric serves as support for self-evaluation, dialogue, and feedback, the CT Education Council recommends that a single-point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

**Single-point competencies are preferred by PDEC** as they focus the discussion and feedback on the desired practice rather than a rating outcome. This will allow:

- The promotion of clear, research-based expectations tied to standards.
- Current rubrics could be used as talking points for feedback and deepening reflection on practice but are encouraged to be framed or converted as single points for increased clarity and avoiding the trap of ratings and past practice.
- The goal is to establish a clearly articulated vision of effective practice that focuses on growth (celebrations/next steps) and not a final rating.

*(See Appendix I for Evaluation Rubrics and Single-point Competencies)*

## Professional Practice and Educator Growth

The implementation of the continuous learning process is shared between the educator and evaluator. For the duration of the learning process, educators pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal.

Evaluators will provide educators with feedback, ensure timely access to support(s), and collect evidence of educator performance and practice toward goal(s) through multiple sources, which include observations and may include student, staff, or family feedback.

## Observation of Professional Practice and Feedback

Observations occur throughout the continuous learning process. The identified high leverage goal(s) provides 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 and dialogue. Feedback, written and verbal, is provided all within five school days *(See appendix D)*.

“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; and
- Is timely, frequent and reciprocal

## Definition of Cohorts

### Cohort 1

**Who:**

- New to the profession (first four years)
- New to the district (Non-tenured - first two or years)

**What:**

- **Three (3) observations of professional practice** (minimum 30 minutes in length) with **pre and post meetings**
  - One (1) observation of professional practice may be substituted for a review of practice
- Observation evidence to be sent within one school day.
- Verbal and written feedback within five school days
- Additional observations of professional practice as mutually agreed upon or deemed necessary by the evaluator.

### Cohort 2

**Who:**

- Educators who have successfully completed Cohort 1 in Newington.

**What:**

- **Two (2) observations of professional practice** (minimum 20 minutes in length) with **post meetings**.
  - One (1) can be replaced by a **\*review of practice with a post meeting**
- Observation evidence to be sent within one school day.
- Verbal and written feedback within five school days
- Additional observations of professional practice as mutually agreed upon or deemed necessary by the evaluator.

**\*Reviews of practice** are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, facilitation of meetings, coaching/mentoring other leaders or teachers, review of leader or educator work, or review of other leader artifacts.

## Growth and Success Criteria

Educators demonstrate **active participation in the evaluation process** by preparing and sharing:

1. Evidence of reflection;
2. Evidence of participation in professional learning opportunities (individual and collaborative learning);
3. Evidence of educator growth (impact on practice/impact on students); and
4. Plan for next steps tied to evidence (reflection, educator and student learning data and/or professional learning/growth and/or impact or practice) and standards.

(See Appendix C)

## Tiered Support

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply **three tiers of support**, as appropriate, within an evaluation process. All three tiers of support must be implemented and well documented prior to the development of a corrective plan.

### **Tier 1**

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos, planning templates, etc.), formal professional learning opportunities developed and designed by the district, building and/or department, and other general support for all educators (e.g., instructional coaching, peer review, etc.). These resources **should be identified at the goal setting process** by mutual agreement.

### **Tier 2**

In addition to Tier 1, Tier 2 supports are **more intensive in duration, frequency, and focus** (e.g., coaching cycle, lesson plan review and feedback, observation of specific classroom practices, etc.) that can be either **suggested by the educator and/or recommended by an evaluator**.

### **Tier 3**

In addition to Tier 1 and Tier 2, Tier 3 supports are **responsive to unresolved, previously discussed concerns** and are **developed in collaboration with the educator and may be assigned by the evaluator** (e.g., weekly lesson plan review and feedback, mandated professional learning, coaching cycle, etc.). Tier 3 supports have **clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan**. Tier 3 supports shall be **developed in consultation with the evaluator, educator, and their exclusive bargaining representative** for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

## **Corrective Support Plan**

A **pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback** should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it (ie. rated observation at Effective or above). **Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan**. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative pursuant to C.G.S. §10-153b.

The Corrective Support Plan is separate from the normal educator growth model and must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- well defined timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

*(See appendix G)*

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative.

## **Dispute Resolution**

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements which, from time to time, may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation



and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

## **Process**

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.

### **Option 1:**

The issue in dispute may be referred for resolution to a subcommittee which will serve as a neutral party. The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a third PDEC member as mutually agreed upon between the superintendent or designee and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward, which shall be binding.

### **Option 2:**

The educator being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent or designee will act as arbitrator and make a final decision, which shall be binding.

## **Time Limits**

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The educator being evaluated must initiate the appeals procedure within five (5) workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five (5) workdays, the educator shall be considered to have waived the right of appeal.

4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

Any claims that the district has failed to follow the established procedures of the teacher evaluation and support program shall be subject to the grievance procedures set forth in the then current collective bargaining agreement between the local or regional board of education and the NTA.

## Professional Development and Evaluation Committee's (PDEC) Role

PDEC serves as the collaborative decision maker using a consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan.

Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11 (b) (3), each local and regional board of education must establish a professional development and evaluation committee to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups (see examples below).

Other School Personnel	Educator	Leader
<ul style="list-style-type: none"> <li>Attendance counselor</li> <li>Paraeducator (required)</li> <li>Behavior technician</li> <li>Parent and family liaison</li> <li>Social emotional support staff</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teacher</li> <li>CTE teacher</li> <li>Library media specialist</li> <li>Reading interventionist</li> <li>Instructional coach</li> <li>Special education teacher</li> <li>Social worker</li> <li>School psychologist</li> <li>Speech pathologist</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant principal</li> <li>TESOL supervisor</li> <li>Special education supervisor</li> <li>Assistant superintendent</li> <li>Curriculum coordinator</li> <li>Talent development supervisor</li> </ul>

The duties of PDECs shall include, but are not limited to:

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the model educator evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator evaluation and support programs.

If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

## Local and State Reporting

The superintendent or designee shall report:

1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term “teacher” shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.



# **Appendices: Educators**

## **Information and Resources to Support Effective Implementation**

## Appendix A: Educator Evaluation Process and Timeline

Timeline	<u>Cohort 1</u>	<u>Cohort 2</u>
	<b>Who:</b> <ul style="list-style-type: none"> <li>New to the profession (first four years)</li> <li>New to the district (Non-tenured - first two or four years)</li> </ul> <b>What:</b> <ul style="list-style-type: none"> <li><u>Three (3) observations of professional practice</u> (minimum 30 minutes in length) with pre and post meetings <ul style="list-style-type: none"> <li>One (1) observation of professional practice may be substituted for a review of practice</li> </ul> </li> <li>Observation evidence to be sent within one school day.</li> <li>Verbal and written feedback within five school days</li> <li>Additional observations of professional practice as mutually agreed upon or deemed necessary by the evaluator.</li> </ul>	<b>Who:</b> <ul style="list-style-type: none"> <li>Educators who have successfully completed Cohort 1 in Newington.</li> </ul> <b>What:</b> <ul style="list-style-type: none"> <li><u>Two (2) observation of professional practice</u> (minimum 20 minutes in length) with post meetings <ul style="list-style-type: none"> <li>One (1) observation can be replaced with a review of practice with post meetings</li> </ul> </li> <li>Observation evidence to be sent within one school day.</li> <li>Verbal and written feedback within five school days</li> <li>Additional observations of professional practice as mutually agreed upon or deemed necessary by the evaluator.</li> </ul>
<b>August/ September 1</b>	<b>Explanation/Review of Process</b>	<b>Explanation/Review of Process</b>
<b>By Mid- October</b>	<b>Goal Setting Planning &amp; Conference</b>  Educator Practice Goal <ul style="list-style-type: none"> <li>Self-Reflection</li> <li>Rationale</li> <li>Alignment to school improvement plan</li> <li>Professional learning Plan</li> </ul> <i>*It is recommended that Beginning Teachers (Year 1 and 2) align their educator practice to one of their TEAM Modules</i>	<b>Goal Setting Planning &amp; Conference</b>  Educator Practice Goal <ul style="list-style-type: none"> <li>Self-Reflection</li> <li>Rationale</li> <li>Alignment to school improvement plan</li> <li>Professional learning Plan</li> </ul>
<b>By Mid - February</b>	<b>Midyear Check-in</b> <ul style="list-style-type: none"> <li>Reflection</li> <li>Adjustment(s)</li> <li>Next Steps</li> </ul>	<b>Midyear Check-in</b> <ul style="list-style-type: none"> <li>Reflection</li> <li>Adjustment(s)</li> <li>Next Steps</li> </ul>
<b>By June 1</b>	<b>End-of-Year Self-Reflection &amp; Conference</b> <ul style="list-style-type: none"> <li>Discussion of progress toward the educator's goal(s) and impact on student learning, growth, and achievement.</li> <li>Final summary</li> </ul>	<b>End-of-Year Self-Reflection &amp; Conference</b> <ul style="list-style-type: none"> <li>Discussion of progress toward the educator's goal(s) and impact on student learning, growth, and achievement.</li> <li>Final summary</li> </ul>

## Appendix B: Continuous Learning Process Forms (Goal Setting, Midyear, End Year)

<b>Goal Setting and Planning Form</b>	
<b>Self-Reflection</b> <i>Completed by Educator</i>	
<p>Capture your self-reflection here. Consider the following questions to help guide your thinking:</p> <ul style="list-style-type: none"> <li>Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about teaching and learning? What new learning might you want to explore to inform your understanding of these questions and professional practices?</li> <li>In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?</li> <li>Based on knowledge of your students, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?</li> <li>How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?</li> </ul>	
<b>Goal, Rationale, Alignment and Professional Learning Plan</b> <i>Completed by Educator</i>	
<p>Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).</p>	
<p>Which standard(s) on the Danielson Framework for Teaching is this aligned to?</p>	
<p>What evidence of learning, educator and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal?</p> <p>What is your learning plan to support achieving your goal? Consider the following questions:</p> <ul style="list-style-type: none"> <li>How do you plan to collect and analyze evidence to assess progress toward your goals?</li> <li>What research/professional readings might you explore to support your professional learning and achieve your goal?</li> <li>How might you apply your learning to practice? How often?</li> </ul>	
<p>For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?</p>	

In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	
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<b>Goal Setting Conference Form</b> <i>Completed by Evaluator (By mid-October)</i>	
<b>Date:</b>	
<b>Notes:</b>	<b>Identified Supports (Required/Suggested)</b> <ul style="list-style-type: none"> <li>• Tier 1</li> <li>• Tier 2</li> <li>• Tier 3</li> </ul>

<b>Midyear Check-in: Reflection, Adjustment(s), and Next Steps Form</b> <i>Completed by Educator</i>	
<i>The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence.</i>	
What has been your progress to date on the following? <ul style="list-style-type: none"> <li>• New professional learning (what and how);</li> <li>• Impact on professional practice; and</li> <li>• Impact on your students</li> </ul> Are you considering any adjustments moving forward?	<b>Self-Reflection:</b>
<b>Links to Evidence:</b>	

<b>Midyear Conference Form</b> <i>Completed by Evaluator (by mid-February)</i>
<b>Feedback to Educator</b> (Feedback regarding progress on professional learning and progress toward goal(s). Include change in tiered supports, if recommended.):

## End-of-Year Reflection and Feedback Process Form

### Self-Reflection

*Completed by Educator*

- What impact did your new learning have on your practice/goal(s), and how do you know?
- What impact did your new learning and practice have on your student learning, growth, and/or achievement, and how do you know?
- What challenges did you encounter and what are your next steps with your professional learning?

**Self-Reflection:**

**Links to Evidence:**

### Summative Feedback and Growth Criteria

*Completed by Evaluator*

Summative Feedback

Development of new learning and impact on practice related to goal(s).

Impact on student learning, growth, and achievement

**Successful Completion of the Evaluative Cycle? Yes or No**

**For multi-year goals only:**

- What adjustments are needed to the goal(s)? Why?
- How might adjustments impact the timing of the goal(s)?

- Educator will continue multi-year goal.
- Educator will adjust the multi-year goal.
- Educator completed a multi-year goal.

**Notes:**

### Supports Required/Suggested

*Are tiered supports required above and beyond tier 1 (included in feedback above)?*

- Not applicable
- Tier 2 (Specify below)
- Tier 3 (Specify below)

**Educator Signature**

**Date:**

**Evaluator Signature**

**Date:**

## Appendix C: Growth Criteria and Sources of Evidence

Growth and Success Criteria	Possible Sources of Evidence
<p><b>Educators demonstrate active participation in the evaluation process</b> by preparing and sharing:</p> <ol style="list-style-type: none"> <li>1. Evidence of reflection</li> <li>2. Evidence of participation in professional learning opportunities.</li> <li>3. Evidence of professional learning and growth (individual and collaborative learning)</li> <li>4. Plan for next steps tied to evidence (reflection, educator and student learning data and/or professional learning/growth and/or impact or practice) and standards.</li> </ol> <p><b>Development of New Learning and Impact on Practice</b></p> <ul style="list-style-type: none"> <li>• Educators can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus.</li> </ul> <p><b>Impact on Students</b></p> <ul style="list-style-type: none"> <li>• Educators can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Required observational evidence</li> <li>• Required student learning evidence aligned to high-leverage indicator focus</li> <li>• Implementation plans/lesson plan(s)</li> <li>• Educator learning logs/impact on practice reflection</li> <li>• Educator created learning materials</li> <li>• Evidence from Observation of Educator Practice</li> <li>• Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc.</li> <li>• Educator and/or student self-reflection</li> <li>• Student learning artifacts</li> <li>• Mastery-based demonstrations of achievement</li> <li>• Observational evidence of students' words, actions, interactions (including quotations when appropriate)</li> <li>• Rubrics, interim or benchmark assessments, other assessments</li> <li>• Other artifacts/sources</li> </ul>

## Appendix D: Observation Forms

Educator Observation Form		
Name:	Time/Location:	
Grade/Role:	Goal/Observation Focus:	
<b>Pre-Observation</b> <i>Completed by the Educator (as needed/required)</i>		
Lesson Plan/Meeting Plan	<i>Upload and provide hyperlink here, as appropriate</i>	
Pre-Conference Notes including the identified competency focus for the observation		
<b>Observation Evidence</b> <i>Completed by the Evaluator</i>		
<b>Post-Observation Reflection</b> <i>Completed by the Educator</i>		
What worked and how do you know?		
What didn't work and how do you know?		
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?		
<b>Post-Observation Conference Feedback</b> <i>Completed by the Evaluator</i>		
<b>Areas of Strengths</b>	<b>Single-Point Competencies</b>	<b>Opportunities for Growth/ Next Steps</b>
	<i>Insert competencies</i>	
<b>Supports Required/Suggested</b> <ul style="list-style-type: none"> <li>Tier 1</li> <li>Tier 2</li> <li>Tier 3</li> </ul>		

Review of Practice Form		
Name:		Time/Location:
Grade/Role:		Discipline/Focus:
<b>Observation Evidence</b> <i>Completed by the Evaluator</i>		
<b>Post-Observation Reflection</b> <i>Completed by the Educator</i>		
What worked and how do you know?		
What didn't work and how do you know?		
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?		
<b>Post-Observation Conference Feedback</b> <i>Completed by the Evaluator</i>		
Area of Strengths	Single-Point Competencies	Opportunities for Growth/Next Steps
	<i>Insert competencies</i>	
<b>Supports Required/Suggested</b> <ul style="list-style-type: none"> <li>• Tier 1</li> <li>• Tier 2</li> <li>• Tier 3</li> </ul>		



## Appendix E: Sample Reflection Questions

### Self-Reflection Sample Questions

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about teaching and learning? What new learning might you want to explore to inform your understanding of these questions and professional practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current students'/adult learners' strengths and needs, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

### Professional Learning and Action Questions

#### Indicators of Success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

#### Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

### **Analysis of Evidence**

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

### **Learning Reflection and Next Steps**

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

### **Reflect on the Feedback Process**

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

## Appendix F: Corrective Support Plan Forms and Example

Corrective Support Plan Template Form	
<b>Educator Name:</b>	<b>Date:</b>
<b>Concern:</b>	
<b>Objective:</b>	
<b>Resources:</b>	<p>A blend of opportunities and resources should be extended to the Educator being evaluated being supported on the Corrective Support Plan</p> <ul style="list-style-type: none"> <li>• Mentor</li> <li>• Coach</li> <li>• Reading as appropriate</li> </ul>
<b>Timeframes:</b>	<ul style="list-style-type: none"> <li>• Length of the Corrective Support Plan (typically six to eight weeks in length) and identified progress report date(s)</li> <li>• Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan</li> </ul>
<b>Supportive Actions:</b>	<p>(Suggested supportive actions)</p> <ul style="list-style-type: none"> <li>• Weekly, bi-weekly meetings with progress reporting from Educator A and written feedback from evaluator (dependent upon need for plan)</li> <li>• All resources made available</li> <li>• Timely feedback in person and in writing (weekly/bi-weekly meetings)</li> <li>• Management of access to learning opportunities in and out of the building, as appropriate.</li> </ul>

Corrective Support Plan - Example	
<b>Educator Name:</b> Educator A	<b>Date:</b> 4/15/24
<b>Concern:</b> Educator A has consistently struggled with behavior management (2d Supporting Positive Student Behavior). Tiered supports have been provided by the evaluator throughout the year. Educator A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.	
<b>Objective:</b> To cultivate a classroom atmosphere where respectful behavior is the norm, and help students develop the dispositions and traits they need to make good choices.	
<b>Resources:</b>	<ul style="list-style-type: none"> <li>• Observe a mutually agreed upon peer for structures, systems, and dispositions that support positive classroom management skills.</li> <li>• Read and discuss “Discipline with Dignity: How to Build Responsibility, Relationships, and Respect in Your Classroom” with evaluator.</li> <li>• Training in Restorative Practices.</li> </ul>

<b>Timeframes:</b>	<ul style="list-style-type: none"> <li>• Educator A will remain on this Corrective Support Plan for six weeks; Progress report meetings will take place on the third and sixth week of the plan.</li> <li>• Improvements in 2d Supporting Positive Student Behavior (ratings of effective or above on evaluation rubric) within this six-week duration will serve as criteria for successful completion of this plan.</li> </ul>
<b>Supportive Actions:</b>	<ul style="list-style-type: none"> <li>• All resources made available</li> <li>• Timely feedback in person and in writing (weekly/bi-weekly meetings)</li> <li>• Management of access to learning opportunities in and out of the building, as appropriate.</li> <li>• Modeling of effective classroom management strategies</li> <li>• Weekly and/or bi-weekly observations followed by a reflective conversation from educator, and written feedback from evaluator</li> </ul>

Corrective Action Progress Report Form		
Date	Summary of Progress	Next Steps (if any)

## Appendix G: General Glossary

**Check-ins:** Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence of learning, and next steps in one's learning.

**Community:** A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school.

A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

**Continuous Learning Process:** The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence.

**Corrective Support Plan:** A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. Corrective Support Plans shall include clear objectives specific to the well documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; and supportive actions from the evaluator.

**Dispute Resolution:** A process for resolving disputes in cases where the evaluator and educator being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional learning plan or other outcomes of the evaluation process.

**Evidence:** Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, student feedback, and reflections of the educator on student learning, growth, and achievement as part of the educator feedback process.

**Feedback:** "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

**Formal Observations:** A formal observation is a structured and planned process of watching, assessing, and evaluating an educator's performance. This typically includes a pre-conference and post-conference and results in a written evaluation within five school days.

**Goals and Standards:** Goals and standards should be based on an evidence based, high leverage strategy or practice aligned with professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of professional practice.

**Growth Criteria:** Successful completion of the Continuous Learning Process, supported with evidence that includes the impact the educators' new learning had on their practice/goal, along with a reflection on challenges and next steps, and the impact the educators' new learning and practice had on student learning, growth, and or achievement, supported by evidence.

**High Leverage Goal:** High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus (i.e., a portrait of a graduate). They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie 2009).

**Informal Observations:** An informal observation is an unplanned visit intended to evaluate educator performance. This typically includes either verbal or written feedback provided to the educator within five school days.

**Leader:** A leader is defined as someone in a leadership position who has attained the 092 certification. This may include superintendent, principal, dean of students, assistant/vice principal, pupil services director, department chair. This is not an exhaustive list, rather to illustrate the definition. Superintendent will confirm district leaders with evaluation roles.

**Multiple Measures:** Can include, but is not limited to, student learning, educator learning, cultural changes, growth, and achievement as mutually agreed upon during the goal-setting process and may include additional evidence relative to one or more competencies.

**Mutual Agreement:** An agreement or condition that is reciprocal or agreed upon by all parties.

**Organizational Health:** Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

**Professional Development and Evaluation Committee (PDEC):** The Professional Development and Evaluation Committee serves as the collaborative decision maker to

create, revise, and monitor the evaluation and support program for the district, as well as the professional learning plan for certified employees of the district.

**Professional learning:** Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective.

See also *Appendix H: Glossary of Professional Learning Opportunities*.

**Review of Practice:** Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, data team meetings, observations of coaching/ mentoring sessions, review of educator work and student work, or review of other educators' artifacts.

**Rubric:** A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the performance of educators based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement. It can encourage a growth mindset.

**Single Point Competency:** A description of a standard of behavior or performance that represents the enduring understanding of content and skill from a specific domain that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance.

**Student Outcomes:** Student outcomes include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal setting process.

## **Tiered Support:**

### **Tier 1**

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by your district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

### **Tier 2**

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency and focus (e.g., attending a workshop, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.

### **Tier 3**

Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.

## Appendix H: Glossary of Professional Learning Opportunities

High quality professional learning enhances both educator practice and outcomes for each and every student. High quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes.

**Advanced Coursework:** Courses offered at a college, university, or other institution, in person or online, which further educator skills and/or provide professional training.

**Case Study:** A team that engages in a case study using information in a student's cumulative folder or other documented information with the intention of determining next steps, i.e., IEP review or attendance records.

**Coaching:** A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems.

**Examination of Student Work:** Individuals or groups of educators review samples of work from various students. They identify strengths, areas for improvement, and design instructional plans as a result of the examination.

**Job-embedded:** Any activity that is tied in with authentic classroom practice. May include, but is not limited to:

- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

**Lesson Study:** Groups of teachers planning a lesson, observing one present the lesson, and then reflecting on it afterwards.

**Mentoring:** A relationship between a less experienced educator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.

**Peer Observation:** An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures.

**Personal Professional Reading:** Individual, self-driven reading and processing of texts, in order to improve one's own teaching practice.

**Professional Literature Study:** Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay current in their field, and enhance their ability to apply new knowledge to their professional practice. This collaborative and structured approach to learning helps foster a culture of continuous improvement and professional growth within a community of practitioners.



**Protocols:** A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs.

**School Visits:** Observation of practice or teaching at a different school or institution to gain new knowledge, ideas, or activities.

**Student Shadow:** Follow a particular student during the academic day for a designated time, for a particular identified purpose, i.e., engagement.

**Walkthroughs:** A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.

**Web-based Learning:** Use of online resources or learning activities to develop new learning or techniques for the classroom.

**Workshops:** Meetings where participants are involved in group discussions or learning experiences and are normally organized around one or more theme areas. Workshops allow participants with differing values and priorities to build a common understanding of the problems and opportunities confronting them. May take place at school or outside.

## Appendix I: Evaluation Rubrics & Single-point Competencies

### Danielson Framework for Teaching - General & Special Education Teachers

#### DOMAIN 1: PLANNING AND PREPARATION

Teachers who excel in this domain organize instruction that reflects an understanding of the disciplines they teach—the important concepts and principles within that content, and how the different elements relate to one another and to those in other disciplines. They understand their students—what they know and are able to do within the discipline, as well as their race, culture, ethnicity, background, and interests. They prepare for instruction that sets high expectations for every student, includes sound assessment methods, and expertly structures lessons to support all students’ engagement with content. Importantly, they also consider the why of their disciplines, helping students grapple with big questions and relate their learning to their own purpose in life.

#### 1a Applying Knowledge of Content and Pedagogy

Critical Attributes	Below Level	Developing	Effective	Distinguished
<b>Disciplinary Expertise:</b> Teachers have deep knowledge of the disciplines they teach, including structures, central concepts and skills, prerequisite relationships, and methods of inquiry.	Planning and preparation include content errors or demonstrate a lack of understanding of the content.	Planning and preparation indicate partial understanding of the central concepts of the discipline and their relationship to one another.	Planning and preparation reflect solid understanding of content and the structure of the discipline being taught.	Planning and preparation reflect extensive knowledge of important concepts and how they relate to one another, as well as recent developments in the discipline.
<b>Pedagogical Content Knowledge:</b> Teachers make content accessible to students by understanding and addressing preconceptions, presenting ideas in comprehensible and powerful ways, and thoughtfully implementing the most effective pedagogical approaches.	Lesson and unit plans lack consideration for prerequisite knowledge and possible student misconceptions.	Lesson and unit plans include Instructional strategies and representations of content that are partially suitable and show some consideration for prerequisite knowledge important to student learning of the content.	Lesson and unit plans include a variety of strategies and representations of content appropriate to the discipline, use a range of pedagogical approaches, and demonstrate understanding of prerequisite relationships among topics and concepts.	In lessons and units planned or adapted, instructional strategies and representations of content are chosen wisely and explicitly for their suitability to the content and their ability to foster high-levels of intellectual engagement, skill development, and critical thinking.
<b>Knowledge of Interdisciplinary Relationships and Skills:</b> Teachers make interdisciplinary connections to scaffold learning, support engagement, and build essential knowledge and skills that cross disciplines and support student learning in multiple contexts.	No interdisciplinary relationships are identified in plans or preparation.	Plans and preparation cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.	Plans and preparation demonstrate knowledge of interdisciplinary relationships and skills to be explored and their real- word application.	Lessons and units planned or adapted focus on connecting concepts to other disciplines, prioritizing skills that transfer across disciplines and emphasizing real-world applications of these concepts and skills.

1b Knowing and Valuing Students				
Critical Attributes	Below Level	Developing	Effective	Distinguished
<b>Respect for Students' Identities:</b> Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character.	The teacher is not aware of or pays little attention to students' race, culture or identity.	The teacher applies knowledge of students' race, culture and identities to planning and preparation with limited success.	The teacher successfully incorporates knowledge of students' race, culture and identities into planning and preparation.	The teacher recognizes and appreciates students' race, culture and unique identities, designing culturally responsive and affirming learning experiences with them in mind.
<b>Understanding of Students' Current Knowledge and Skills:</b> Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind.	The teacher does not try to ascertain information about students varied prior knowledge, skills or mindsets.	The teacher applies an understanding of students varied prior knowledge and skills, as well as mindsets related to learning, with limited success.	The teacher successfully applies an understanding of students' levels of knowledge and skills, as well as mindsets about learning, in planning and preparation.	The teacher's deep understanding of each student's knowledge, skills, and mindsets ensures that students receive appropriate scaffolds when necessary, meet rigorous outcomes, and are challenged to do their best work.
<b>Knowledge of Whole Child Development:</b> Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success and autonomy	The teacher does not attend to or understand students' cognitive, social, emotional, and character development.	The teacher's understanding of students' cognitive, social, emotional, and character development in planning and preparation with limited success.	The teacher successfully incorporates an understanding of students' cognitive, social, emotional, and character development into planning and preparation	The teacher deeply understands and integrates students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumptions of responsibility.
<b>Knowledge of the Learning Process and Learning Differences:</b> Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs.	No interdisciplinary relationships are identified in plans or preparation.	Plans and preparation cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.	Plans and preparation demonstrate knowledge of interdisciplinary relationships and skills to be explored and their real-world application.	Lessons and units planned or adapted focus on connecting concepts to other disciplines, prioritizing skills that transfer across disciplines and emphasizing real-world applications of these concepts and skills.
1c Setting Instructional Outcomes				
Critical Attributes	Below Level	Developing	Effective	Distinguished
<b>Value and Relevance:</b> Instructional outcomes represent ambitious learning of important content and meaningful opportunities to support student learning and development.	Instructional outcomes are not relevant or meaningful or do not reflect important learning.	Instructional outcomes are somewhat relevant and partially reflect important learning and development.	Instructional outcomes are mostly relevant and reflect important learning and development.	Instructional outcomes consistently reflect important, meaningful, and relevant learning for students.

<b>Alignment to Grade-Level Standards:</b> Instructional outcomes reflect appropriate grade-level standards and communicate high expectations for each student.	Instructional outcomes do not reflect grade-level standards.	Instructional outcomes partially reflect grade-level standards.	Instructional outcomes mostly reflect grade-level standards.	Instructional outcomes consistently reflect grade-level standards that challenge all students in the class and encourage intellectual risk taking.
<b>Clarity of Purpose:</b> Instructional outcomes clearly define what will be learned, why it is important, and how students will develop and demonstrate mastery of content and skills.	Instructional outcomes are unclear or are stated as activities.	Instructional outcomes are somewhat clear and partially describe what students will learn.	Instructional outcomes are mostly clear and specific, likely to ensure that students understand what they will learn and how.	Instructional outcomes are uniformly clear and specific and support students to extend their learning.
<b>Integration of Multiple Aspects of Student Development:</b> Instructional outcomes integrate academic and social-emotional development to complement and build on one another.	Instructional outcomes do not reflect a range of purposes.	Instructional outcomes target different types of outcomes beyond academic knowledge and skills with partial success.	Instructional outcomes represent a range of high- priority, developmentally appropriate purposes, including academic, social- emotional, and character development goals.	Instructional outcomes integrate academic, social-emotional, and character development goals rather than treating them separately.

### 1d Using Resources Effectively

Critical Attributes	Below Level	Developing	Effective	Distinguished
<b>Instructional Materials:</b> Teachers utilize high-quality instructional materials to ensure access to rigorous content and support specific student needs, furthering engagement and mastery.	<p>When instructional materials are provided, the teacher does not use or learn to effectively implement them;</p> <p>When instructional materials are not provided, the teacher uses inappropriate or ineffective materials of their own choosing that do not support rigorous instruction or engagement.</p>	<p>When instructional materials are provided, the teacher implements them with some success, is developing understanding of their features and design, and is sometimes able to recognize and adjust for gaps or deficiencies in the materials;</p> <p>When instructional materials are not provided; the teacher selects and uses materials that are partially aligned to standards to serve as the core of instruction and support student learning and development.</p>	<p>When instructional materials are provided, the teacher's understanding of the materials supports appropriate choices based on the specific needs of students in the class that increase the effectiveness of the curriculum;</p> <p>When instructional materials are not provided, the teacher relies on a strong core set of instructional materials aligned to rigorous standards and makes choices based on the specific needs of students in the class that increase</p>	<p>When instructional materials are provided, the teacher uses them wisely, integrating other resources if appropriate, to support each student's mastery of outcomes, further learning and development, deep intellectual engagement, and autonomy;</p> <p>When instructional materials are not provided, the teacher relies on a strong core set of instructional materials and uses them wisely, integrating other resources if appropriate to support each student's mastery of outcomes, further learning and development, and deep intellectual engagement.</p>

			the effectiveness of those materials.	
<b>Technology and Digital Resources:</b> Technological and digital resources support personalized instruction, equitable learning, engagement, exploration, connection, and student development.	The teacher does not appropriately access digital resources to support student learning and development.	The teacher uses technology and accesses digital resources that partially support student learning but may be primarily a substitution for other resources.	Technology and other digital resources are used effectively to support equitable student learning and exploration, as well as connection and development.	Technology and other digital resources support intellectual engagement, personalized instructional pathways for student learning and development.
<b>Supports for Students:</b> Teachers seek and provide additional aligned resources and supports that make content and curriculum materials accessible to students and address their individual needs.	The teacher does not inquire about or seek out resources to support individual student needs.	The teacher seeks some additional resources and supports aligned to the individual needs of students.	The teacher provides resources and supports aligned to their individual needs and learning differences, allowing each student to access the curriculum and meet the learning outcomes.	Resources and supports provided or suggested by the teacher promote student agency and increase efficacy in utilizing resources to support their own learning and development.
<b>1e Planning Coherent Instruction</b>				
<b>Critical Attributes</b>	<b>Below Level</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Tasks and Activities:</b> Tasks and activities are specifically matched to learning outcomes, encourage higher-level thinking and student agency, and create authentic opportunities to engage with meaningful content.	Tasks and activities are uninteresting to students, do not challenge them, and/or do not align to instructional outcomes.	Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge.	Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking.	Tasks and activities encourage student agency and create authentic opportunities to engage with meaningful content.
<b>Flexible Learning:</b> Multiple strategies and approaches are tailored to individual student needs to create the appropriate level of challenge and support for each student.	There is only a single approach or activity planned for students to learn the content.	There are multiple ways for students to learn the content and a variety of strategies are used with some success during the lesson.	Multiple strategies and approaches are tailored to the needs of various students to accelerate and support their success.	Lessons provide opportunities for students to engage beyond the content of the lesson; and, when appropriate, the teacher works with students to co-design learning experiences.
<b>Student Collaboration:</b> Student groups are an essential component of learning and development, and are organized thoughtfully to maximize opportunities and build on students' strengths.	Student groupings are not used or do not support learning.	Students are in groups that are only partially appropriate to the learning activities or goals.	Instructional groups are organized thoughtfully to maximize learning and build on students' strengths.	Collaboration through teacher-designed and student-chosen instructional groups is an essential component of learning and development.

<b>Structure and Flow:</b> Lesson and unit plans are well structured and flow from one to the next to support student learning and development.	Plans for learning are not well structured or sequenced.	Plans for learning are partially well structured but may not be realistic about time expectations.	Plans for learning are well structured and have a flow that allows for student learning and reflection.	Plans for learning are well structured and have a flow that supports student autonomy in the learning process.
<b>If Designing and Analyzing Assessment</b>				
<b>Critical Attributes</b>	<b>Below Level</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Congruence with Instructional Outcomes:</b> Aligned assessments provide accurate, clear evidence and allow for the analysis of student understanding and mastery of instructional outcomes.	Assessments are not aligned to the instructional outcomes.	Assessments are partially aligned to instructional outcomes but may not assess them completely.	Assessments will fully and fairly provide evidence of student understanding of the content and mastery of outcomes, as well as reveal specific misunderstandings.	Students have varied and multiple opportunities to demonstrate mastery of outcomes; assessments allow for the analysis of student misunderstandings, revealing how and why the misunderstanding occurred.
<b>Criteria and Standards:</b> Criteria and standards for assessment are appropriate and aligned, clearly communicated, and whenever possible have been developed with student input.	Assessments lack criteria by which student performance can be accurately assessed.	Assessment criteria and standards have been developed, but they are unclear or too vague.	Assessment criteria and standards are established, clear, and fully understood by students.	Assessment criteria and standards are clear, and students have contributed to their development.
<b>Planning Formative Assessments:</b> Teachers plan formative assessments to monitor student progress toward instructional outcomes and support students to monitor their own learning.	There are no formative assessments planned.	Some formative assessments are planned and will give a partially accurate picture of student learning throughout the lesson.	Formative assessments will give an accurate picture of student learning, and plans for lessons indicate possible adjustments based on formative assessment data.	Formative assessments will provide accurate and timely information to teachers and students, allowing students to adjust course with minimal teacher guidance.
<b>Analysis and Application:</b> Teachers consistently use assessment data to direct planning and preparation and to support individualized student instruction.	Assessment results are not relevant or used for future planning	Assessment results are used in future planning for some students, groups of students, or the class as a whole.	Assessment results from prior lessons and units are a key tool used by the teacher in planning future instruction.	Assessment results consistently drive planning and preparation to inform instructional decision making and instructional pathways for students.



## DOMAIN 2: LEARNING ENVIRONMENTS

Teachers who excel in this domain create an atmosphere of excitement about the importance of learning, significance of the content, and the capacity of their students to master the materials. They are themselves curious, care deeply about their subject, and invite students to share the journey of learning. These teachers affirm their students' humanity: their culture, histories, interests, concerns, intellectual potential, and sense of purpose. They consider the individual identities and brilliance of each student when planning and leading learning. Respectful and challenging learning environments support not only the development of intellectual skills and traits (e.g., autonomy, curiosity, academic tenacity, and reflection) but also social and emotional ones (e.g., self-regulation) that are essential to the development of the whole child, including identity and purpose development, social awareness and relationship skills, and responsible decision-making. Excellent teachers support students as they develop and practice compassion, empathy, honesty, respect for others, wisdom, courage, and a sense of justice. Through the environment, they help students learn the importance of dialogue, civility, responsibility, collaboration, and community.

### 2a Cultivating Respectful and Affirming Environments

Critical Attributes	Below Level	Developing	Effective	Distinguished
<b>Positive Relationships:</b> Teacher-student and student-student interactions demonstrate caring and respect, and honor the dignity of each member of the community.	Classroom interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental levels.	Classroom interactions, both between the teacher and students and among students, are inconsistently caring and respectful, but form a foundation for positive relationships to develop.	Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.	Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.
<b>Sense of Belonging:</b> Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.	Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the classroom community.	Verbal and nonverbal communication indicates that many students feel part of a classroom community that welcomes and honors their individual identity.	Verbal and nonverbal participation indicates most students participate in a class community that reflects their collective identity while honoring individual variations.	Student participation indicates they are co-creating a community that reflects their unique collective identity and interests as a class while honoring individual identity.
<b>Cultural Responsiveness:</b> Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments.	Learning environments do not reflect the individual racial and cultural identities of students.	Learning environments reflect and honor some elements of students' individual and shared racial and cultural identities.	Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students' and teachers' unique identities.	Students have helped create a unique identity for their class that includes all, celebrates each individual's racial and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at play in the environment.

<b>Positive Conflict Resolution:</b> A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.	Conflict and disrespectful interactions occur in the classroom and are neither addressed nor resolved.	Conflict and disrespectful interactions are addressed by the teacher, with uneven results.	The teacher and students effectively use a clear and culturally competent approach to conflict resolution to resolve conflicts and restore trust.	Students in the class are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.
<b>2b Fostering a Culture for Learning</b>				
<b>Critical Attributes</b>	<b>Below Level</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Purpose and Motivation:</b> Teachers and students share an overarching dedication to both content mastery and personal growth.	There is little or no sense of purpose for the work or the reasons for doing it are external demands.	The teacher communicates the importance of content, the ultimate purpose of learning, and the value of personal growth with some success.	The teacher and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish.	The teacher and students display dedication to learning the content and a sense of purpose for their learning; both content mastery and personal growth are valued by the teacher and students.
<b>Dispositions for Learning:</b> Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.	The teacher ignores or discourages student curiosity and does not ask students to think critically or to reason and reflect.	The teacher occasionally encourages student curiosity, critical thinking, reasoning, and reflection.	The teacher encourages and intentionally develops student curiosity, critical thinking, reasoning, and reflection.	Student curiosity, critical thinking, reasoning, and reflection are clearly evident in the classroom and have a direct effect on instruction, student learning, and development.
<b>Student Agency and Pride in Work:</b> Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.	Students have little or no agency in learning experiences or classroom life.	Students are given some opportunities to exercise agency, though they may not be taken up or may be infrequent.	Students have multiple opportunities to exercise agency, and autonomy is intentionally developed and celebrated.	Students clearly exercise autonomy in their learning and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.
<b>Support and Perseverance:</b> Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.	The teacher conveys that the work is too challenging for all or some of the students or that they lack the perseverance to succeed; students are allowed or expected to quit.	The teacher encourages confidence, resilience, persistence, and teamwork, promoting a conviction that with hard work and perseverance all students can master the content.	The teacher intentionally develops and celebrates confidence, resilience, persistence, and teamwork that support student perseverance.	Students encourage one another to persevere and use strategies to support each other through challenging work.



## 2c Maintaining Purposeful Environments

Critical Attributes	Below Level	Developing	Effective	Distinguished
<b>Productive Collaboration:</b> Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success	Students are not engaged during group work.	Students are partially engaged in group work.	Students are productively engaged during small group work, working purposefully and collaboratively with their peers.	Students play an active role in ensuring their time in groups is used purposefully and meets their individual and group needs.
<b>Student Autonomy and Responsibility:</b> Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.	Routines do not support student autonomy or assumption of responsibility.	Routines and procedures partially support student autonomy and assumption of responsibility.	Routines and procedures allow students to operate autonomously and take responsibility for their learning.	Students take responsibility for routines and procedures and take initiative to suggest adjustments that would further support their learning and development.
<b>Equitable Access to Resources and Supports:</b> Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students.	Resources and supports are not deployed efficiently, effectively, or equitably.	Resources and supports are managed somewhat efficiently and effectively, though students may not have equitable access.	Resources and supports are deployed efficiently and effectively; all students are able to access what they need.	Resources and supports are deployed equitably: students take initiative in accessing resources and identifying additional supports they need.
<b>Non-Instructional Tasks:</b> Teachers complete non-instructional tasks with little to no loss of instructional time or disruption to lesson delivery.	Non-instructional tasks are not completed or completed inefficiently, resulting in loss of instructional time or potential danger to students.	Non-instructional tasks are completed with some efficiency, but instructional time is lost.	Most non-instructional tasks are completed efficiently, with little loss of instructional time.	Non-instructional tasks are completed seamlessly with no loss of instructional time.

## 2d Supporting Positive Student Behavior

Critical Attributes	Below Level	Developing	Effective	Distinguished
<b>Expectations for the Learning Community:</b> Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.	The teacher does not communicate expectations or address negative behavior.	The teacher establishes expectations to promote positive behavior but with uneven success.	The teacher and students have successfully established and agreed upon expectations.	Students play an active role in establishing and maintaining expectations, with regular opportunities for critical reflection both individually and as a group.
<b>Modeling and Teaching Habits of Character:</b>	The teacher does not explicitly	The teacher models and teaches habits of	The teacher models, explicitly teaches, and	Students take initiative in explicitly discussing and

Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.	model or teach habits of character.	character but with uneven success.	reinforces habits of character to promote learning, ethical behavior, and citizenship.	reinforcing habits of character that contribute to a safe and productive learning environment.
<b>Self-Monitoring and Collective Responsibility:</b> Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.	Students take no responsibility for their own behavior and do not display awareness of their impact on others.	The teacher encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success.	Students successfully monitor their own behavior and attend to their impact on other students.	Students successfully monitor their own behavior and appropriately support one another in demonstrating positive behavior.

## 2e Organizing Spaces for Learning

Critical Attributes	Below Level	Developing	Effective	Distinguished
<b>Safety and Accessibility:</b> The learning space is safe and accessible to all students and is modified if necessary by students or teachers to accommodate individual student needs.	The space endangers student safety or is not accessible to all students.	The space is generally safe and accessible with some issues that need to be addressed.	The space is safe and accessible to all students.	Modifications are made to the environment as necessary by students and teachers to accommodate individual needs.
<b>Design for Learning and Development:</b> The learning space is thoughtfully designed and adjusted as necessary to support and facilitate learning activities.	The design of the space is an impediment to learning and development.	The design of the space is not an impediment to learning but does not enhance it.	The design of the space supports student learning and development and is appropriate for the goals and activities.	The design of the space optimizes learning and development and is appropriately adjusted to align to goals and activities.
<b>Co-Creation and Shared Ownership:</b> Students play a role in the design and adjustment of the learning space and demonstrate a sense of ownership through appropriate participation and interaction.	Students do not help create or arrange the space for learning and demonstrate little pride or ownership in the space.	Students have some voice in creating the space and demonstrate some ownership of it.	Students have a voice in creating the space and demonstrate shared ownership of it.	Students take initiative in designing the space, demonstrate a sense of pride and ownership, and adjust the space as necessary to create a more beautiful and joyful environment.

## DOMAIN 3: LEARNING EXPERIENCES

Teachers who excel in this domain have finely honed instructional skills. Their work in the classroom is fluid and flexible; they can shift easily from one approach to another when the situation demands it. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations, relating, for example, what the students have just learned to previous learning or real-world experience. Their questions probe student thinking and serve to extend understanding. They monitor understanding and are attentive to different students in the class and the degree to which the students are thoughtfully engaged; when they observe inattention or struggle, they adjust. And above all, the most successful teachers teach, model, and coach their students to take responsibility for and ownership of their own learning. When this is the case, students are the ones asking questions, maintaining the momentum of discussions, suggesting alternative approaches and new lines of inquiry, and consistently monitoring their own progress.

### 3a Communicating about Purpose and Content

Critical Attributes	Below Level	Developing	Effective	Distinguished
<b>Purpose for Learning and Criteria for Success:</b> Teachers communicate the goals and objectives of learning activities and outline an instructional pathway for students to meet the established criteria for success.	The teacher does not convey to students what they will be learning.	The teacher partially explains the purpose of learning but with little elaboration or specificity.	The teacher clearly explains what students will be learning and why, how it is situated within broader purposes, how they will learn it, and what success will look like.	Students are able to explain the purpose and value of what they are learning and connect it to broader purposes, both within the curriculum and their own lives.
<b>Specific Expectations:</b> Student actions during each step of learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout.	The teacher's unclear or incomplete explanation of the learning activities hinders student engagement.	Expectations for the learning activities are somewhat clear to students.	The teacher clearly explains and models, if appropriate, the learning activities, consistently supporting and reinforcing student engagement.	The teacher and students anticipate and address possible challenges within the learning activities; students use or suggest other strategies, approaches, or processes for learning.
<b>Explanations of Content:</b> Content knowledge is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student understanding.	The teacher makes significant content errors or fails to provide clear explanations, affecting student understanding of the content.	The teacher makes minor content errors or provides explanations of the content that are somewhat confusing and only invite minimal participation or engagement by students.	The teacher's explanations of content are accurate, appropriately scaffolded, and relevant to the experiences of students; content is explained in multiple, engaging ways to support conceptual understanding.	Students discuss and explain content clearly and precisely; their communication about content and its application demonstrate critical thinking, curiosity, and understanding of its purpose and relevance.
<b>Use of Academic Language:</b> Verbal and written content-related language used by teachers and students is academically rigorous, accurate, and subject and grade appropriate.	The teacher's communications include incorrect or imprecise use of academic language.	The teacher's use of academic language is generally correct but may need further explanation or be too simplistic to support student learning.	The teacher's content-specific language and vocabulary are accurate, academically rigorous, and well-suited to students and lessons, providing a	Rich and rigorous language and vocabulary are consistently and effectively used by the teacher and students.

			model to support student development.	
<b>3b Using Questioning and Discussion Techniques</b>				
<b>Critical Attributes</b>	<b>Below Level</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Critical Thinking and Deeper Learning:</b> Questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding of content, themselves, and the larger world.	Questioning and discussion do not invite student thinking, are of little cognitive challenge, and often have a single correct response.	The teacher frames questions to promote critical thinking and deeper understanding but with uneven success.	Open-ended and higher-level questions and genuine discussions allow students to think critically and offer multiple perspectives, challenging them to deepen understanding.	Students initiate higher-order questions and extend discussions with confidence, applying and developing critical thinking, curiosity, and deeper understanding.
<b>Reasoning and Reflection:</b> Questions and discussions challenge students to reason, reflect on learning, justify their thinking, and generate ideas for future inquiry.	Questioning and discussion do not invite or require students to explain their thinking.	Questioning and discussion invite students to explain their thinking and reflect on their learning, but students are only somewhat successful at doing so.	Through questioning and discussion, students have the opportunity to reason, reflect on learning, and justify their thinking, and successfully do so.	Students use questions and discussions to challenge one another's thinking with respect and humility, successfully justify their reasoning, and collaboratively generate new ideas and lines of inquiry.
<b>Student Participation:</b> Students demonstrate curiosity and engage one another through questions and dialogue, challenging each other's thinking with respect and humility.	Questions and discussions are between teacher and select students; students do not engage in dialogue with one another or ask each other questions.	The teacher calls on many students or invites them to respond directly to one another, but only some students answer or participate in the discussion.	The teacher successfully engages students in discussion; students actively participate and ask questions of one another.	Students formulate questions, initiate discussion, and assume responsibility for ensuring that all voices are heard.
<b>3c Engaging Students in Learning</b>				
<b>Critical Attributes</b>	<b>Below Level</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Rich Learning Experiences:</b> Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.	Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach.	Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches.	All students engage in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and students explain their thinking.	Through choices provided by the teacher or their own initiative, students modify learning tasks to make them more meaningful or challenging.

<b>Collaboration and Teamwork:</b> Student collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.	Students do not collaborate, they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task.	Students collaborate during the lesson in ways that are mostly suitable to the activities and outcomes and partially support learning for each student; they work well together during group activities.	Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated.	Students take initiative to collaborate in new or unplanned ways that further their learning; they actively serve as resources for one another and focus on making their learning more engaging and meaningful.
<b>Use of Instructional Materials and Resources:</b> Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.	Instructional materials and resources are not used correctly or effectively by the students, are not supportive of their learning, and/or are not equitably available.	Instructional materials and resources are used by the students with some success to support learning, and students have equitable access to them.	Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content; they are varied and used to support equitable access to the content.	Students take initiative in using instructional materials and resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging.
<b>Opportunities for Thinking and Reflection:</b> Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.	The pace of the lesson is too slow or is rushed, or opportunities for thought and reflection are poorly implemented; students do not have time to reflect or consolidate understanding.	The pacing of the lesson provides opportunities for some thought and reflection, allowing students to engage and develop understanding.	The pacing of the lesson supports high levels of intellectual engagement and deeper learning: students have multiple and effective opportunities to think, reflect, and consolidate understanding.	Through opportunities provided by the teacher or their own initiative, students demonstrate autonomy and effective use of strategies for reflection; they are able to identify and advocate for their own need to engage in further processing or reflection in order to consolidate understanding and solidify new learning.

### 3d Using Assessment for Learning

Critical Attributes	Below Level	Developing	Effective	Distinguished
<b>Clear Standards for Success:</b> Collaborative goals, the characteristics of high-quality work, and the criteria established as evidence of success are clear to students and those supporting them.	The teacher does not share assessment criteria, describe what high-quality work looks like, or explain how students will know they are successful.	Students partially understand how they will know they are progressing successfully and how their work will be evaluated.	The standards of high-quality work and success are clear to students and provide the opportunity for self-assessment.	Students and those who support them clearly understand how their progress is being assessed; they have an active voice in establishing standards for success that are relevant and ambitious.
<b>Monitoring Student Understanding:</b> Teachers and students are constantly monitoring learning and	The teacher does not determine whether students are progressing	The teacher's attempts to monitor student understanding and	The teacher uses questions and assessments to elicit accurate evidence of	Students take initiative to monitor their own understanding through planned tasks, assessments,



making use of specific strategies to elicit evidence of understanding.	toward mastery of the goals and provides no structured opportunities for students to monitor their own progress.	support self-assessment are limited or only partially effective.	student understanding and models strategies for self-assessment, allowing students to successfully analyze their own progress toward goals.	and strategies of self-assessment to understand their progress, make adjustments, and identify new or alternative pathways and goals.
<b>Timely, Constructive Feedback:</b> High-quality feedback comes from many sources, including students; it is specific and focused on improvement.	Students receive no feedback, or the only feedback given is global or for only a few students.	The teacher provides some feedback, but the feedback is unclear or not oriented toward improvement or mastery.	Students receive timely, constructive feedback from the teacher or others that advances learning.	Students make decisions and assume responsibility for their learning using high-quality, improvement-focused feedback from many sources.
<b>3e Responding Flexibly to Student Needs</b>				
<b>Critical Attributes</b>	<b>Below Level</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Evidence-Based Adjustments:</b> When appropriate, teachers use their expertise to alter or replace pre-planned activities based on students' understanding, questions, and interests.	The teacher does not recognize, or ignores, evidence of low engagement or lack of student understanding.	The teacher attempts to adjust learning experiences based on evidence but is only partially successful.	The teacher effectively adjusts learning experiences based on real-time evidence and students' individual and specific needs.	Students voice their needs and assume responsibility for their own learning by making necessary adjustments to the learning experiences with the support and encouragement of the teacher.
<b>Receptiveness and Responsiveness:</b> Teachers are open to and capitalize upon unexpected student actions, questions, and internal and external events; they encourage and support students to pursue new learning and opportunities on their own.	The teacher brushes aside or does not fully address students' questions or difficulties.	The teacher attempts to incorporate students' questions and respond to their interests but only minimally or with limited success.	The teacher incorporates students' interests and questions into learning experiences to deepen understanding and encourage curiosity and autonomy.	Students identify new learning opportunities and take the initiative to pursue them on their own, with their peers, or with the support of the teacher or others in the school and beyond.
<b>Determination and Persistence:</b> Teachers are committed to efficacy, even when students encounter difficulty in learning, and pursue alternative approaches when necessary to help students be successful.	The teacher does not convey a level of responsibility for student learning and success or is uncertain about how to assist students.	The teacher conveys responsibility and commitment to efficacy but lacks certainty or is only partially successful in responding to student difficulties.	Drawing on a broad repertoire of strategies, the teacher persists in seeking alternative approaches and pathways when students experience difficulty.	Students demonstrate determination and persistence when they experience difficulties; they seek and receive effective support from the teacher and others.

## DOMAIN 4: Principled Teaching

Teachers who excel in this are highly regarded by colleagues and parents. They serve students' best interests and those of the larger community, and they are active in professional organizations in school, the district, and beyond. They are known as dependable educators who go beyond the technical requirements of their jobs and contribute to the general well-being of the institutions of which they are a part, which sometimes means they question and work to change those institutions.

### 4a Engaging in Reflective Practice

Critical Attributes	Below Level	Developing	Effective	Distinguished
<b>Self-Assessment of Teaching:</b> Teachers use evidence from activities and assessments to identify the impact of different elements of practice on student learning and evaluate the success of learning experiences.	The teacher does not reflect on experiences or draws inaccurate or incomplete conclusions about their success.	The teacher has a partially accurate but incomplete sense about whether or not instructional practices were successful or had the desired impact on student learning and development.	The teacher draws on evidence from the lesson, including student work, to assess the effectiveness of specific elements of instruction and their impact on student learning and development.	The teacher's assessment of the lesson is based on multiple sources of evidence, leads to a thoughtful and accurate analysis of practice, and addresses the specific impact of the design or execution of elements of instruction on student learning and development.
<b>Analysis and Discovery:</b> Based on their self-assessment, teachers consider alternative approaches or perspectives, question their own ideas or beliefs, and learn new ways to further advance student learning.	The teacher does not or is unable to analyze their impact on student success and/or makes no suggestions for growth or improvement.	The teacher analyzes some aspects of their practice but may not consider alternative approaches, recognize the impact of their own mindsets or beliefs, and/or be willing to explore new strategies or ideas.	The teacher analyzes the impact of their own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning.	The teacher critically analyzes the impact of practices, values, and beliefs on student learning and consistently focuses on acquiring new knowledge and skills to enhance learning, prioritizing improvement for students who need it the most.
<b>Application and Continuous Improvement:</b> Teachers demonstrate commitment to the success of each student by planning, practicing, and trying new approaches to enhance their teaching based on their assessment and analysis.	The teacher does not plan for or consider opportunities to improve practice.	Based on reflection, the teacher has some plans for future action that will better support student learning and development.	Based on reflection, the teacher considers multiple paths forward, communicates a commitment to the success of all students, and plans, practices, and implements improvements.	Based on reflection, the teacher focuses on the best course of action for student success, demonstrates perseverance in the face of challenges, implements new ideas and strategies and continues to reflect on and analyze the results.

### 4b Documenting Student Progress

Critical Attributes	Below Level	Developing	Effective	Distinguished
<b>Student Progress Toward Mastery:</b> The teacher documents student progress toward learning and developmental goals and shares information with students, parents, and educational collaborators.	The teacher does not adequately track student progress or the approach is not focused on mastery or aligned to goals.	The teacher tracks student progress toward mastery but it is not comprehensive or may not be useful to students and those who support them.	There is a clear system for tracking progress toward mastery and the teacher communicates understandable and useful information to students and those who support them.	Students are consistently aware of their own progress toward mastery of their goals; they are able to identify, reflect on, and discuss their strengths and needs based on clear evidence of progress.
<b>Shared Ownership:</b> With support from teachers, students utilize resources to monitor their progress toward learning and developmental goals and regularly analyze and discuss their progress with teachers and caregivers.	The teacher does not engage students or those who support them in setting, understanding, or monitoring progress toward goals.	The teacher makes attempts to engage students and those who support them in identifying goals and monitoring progress toward them, with partial success.	The teacher engages students and those who support them in setting and monitoring their progress toward their goals; students play an active role in analyzing and celebrating their success.	Students and those who support them are engaged as full partners in setting goals, monitoring progress, and evaluating and celebrating success.
<b>Maintaining Reliable Records:</b> The teacher consistently gathers, updates, and shares data that is accurate, accessible, and clear to students and families.	The teacher does not have systems for tracking student learning or other records, or the systems are inaccurate, confusing, or inaccessible.	The teacher has systems for tracking student learning and other records that are accessible to students and those who support them, but they are partially inaccurate or may not be comprehensive.	The teacher has accurate and accessible systems for tracking student learning and other records; they use these systems efficiently and effectively.	The teacher's systems are consistently accurate and effective; as appropriate, students contribute information and participate in maintaining reliable evidence of their learning and other records.

#### 4c Engaging Families and Communities

Critical Attributes	Below Level	Developing	Effective	Distinguished
<b>Respect and Cultural Competence:</b> Teachers interact with families and the community in ways that respect their values and cultural backgrounds	The teacher is unable to engage families or does so in ways that are disrespectful or demonstrate bias.	The teacher's efforts to engage families and communities are respectful and demonstrate some cultural awareness and an attempt to learn more.	The teacher engages families and communities with respect and cultural awareness, learning and affirming their values and cultural backgrounds.	The teacher, students, and families partner together to support student success in a manner that honors the contributions of all focuses on meeting the needs of all students.



<b>Community Values:</b> Learning experiences and environments are extensions of the community and uphold its values, creating a shared vision of student success.	The teacher does not take the values of families into account when planning learning experiences or designing learning environments.	The teacher makes some efforts to engage families and communities in contributing to the ethos and values of the learning community.	The teacher engages families in co-creating elements of the learning community that reflect the values of the community.	The teacher, students, and families partner together to establish a learning community that honors the ethos and values of all members.
<b>Instructional Program:</b> Established structures and processes keep families informed about the instructional program and provide opportunities for input and feedback.	Little or no information about the standards, curriculum, or learning expectations is available to parents.	The teacher shares basic information about the standards, curriculum, or learning expectations; the information is limited, inaccessible, or incomplete.	The teacher frequently shares accessible, informative updates about the standards, curriculum, and/or learning expectations and seeks input from families.	The teacher partners with families to ensure that everyone who supports students understands the instructional program and has opportunities to engage thoughtfully in its development.
<b>Engagement in Learning Experiences:</b> Teachers connect students' out of school learning and lives to their efforts in school and take the lead in forming partnerships and relationships to strengthen those connections.	The teacher provides no opportunities for families to engage in learning experiences with students.	The teacher invites families to engage in learning experiences with limited success.	The teacher includes families/caregivers in learning experiences by creating opportunities for them to support students and engage in the learning community.	The teacher views and incorporates families as essential partners in learning experiences.

#### 4d Contributing to School Community and Culture

Critical Attributes	Below Level	Developing	Effective	Distinguished
<b>Relational Trust and Collaborative Spirit:</b> Teachers develop strong relationships with students and colleagues that support professional learning, collaboration, mutual trust, and student success.	The teacher's relationships with colleagues are characterized by negativity or combativeness.	The teacher has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues.	The teacher has supportive and collaborative relationships with colleagues that are built on mutual respect and trust.	The teacher actively builds relational trust with colleagues and models collaboration focused on student success.
<b>Culture of Inquiry and Innovation:</b> Teachers contribute to the culture of the school by modeling school values, helping to identify underlying problems, and taking positive action toward their solution.	The teacher avoids activities promoting professional inquiry or only participates when required, making few or negative contributions.	The teacher participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success.	The teacher regularly and actively participates in and contributes thoughtfully to professional inquiry.	The teacher takes a leadership role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school.

<b>Service to the School:</b> Teachers extend their influence beyond their classrooms by leading and contributing to school events, projects, and initiatives.	The teacher avoids involvement in school events, projects, and initiatives.	The teacher participates in school events, projects, and initiatives as expected.	The teacher makes a substantial contribution to school events, projects, and initiatives.	The teacher takes a leadership role in events, projects, and initiatives that contribute to the overall success of the school.
<b>4e Growing and Developing Professionally</b>				
<b>Critical Attributes</b>	<b>Below Level</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Curiosity and Autonomy:</b> Teachers identify personal and professional growth areas and independently seek opportunities to develop and refine their knowledge	The teacher demonstrates little or no interest in professional learning and takes no initiative to improve.	The teacher engages in recommended and available professional learning opportunities and takes some initiative in seeking additional opportunities for professional growth.	The teacher regularly seeks out and identifies high- quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities.	The teacher takes a leadership role in the school, directing their own and others' learning as appropriate based on an inquiry-driven approach that prioritizes the needs of students.
<b>Developing Cultural Competence:</b> Teachers seek knowledge regarding the students and community they serve and apply findings to their practice and development of the school culture.	The teacher demonstrates little or no cultural knowledge or awareness and/or assigns negative value to cultural differences.	The teacher has some cultural knowledge, is developing understanding of the values and beliefs of other cultures, and is beginning to engage in the reflective work necessary to become more culturally competent.	The teacher accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success.	The teacher demonstrates cultural competence, is continually assessing and developing their own knowledge and skills, and leads others in the school community to develop new approaches that value differences and address inequities.
<b>Enhancing Knowledge and Skills:</b> Teachers work to deepen content and pedagogical knowledge and exchange new learning with colleagues.	The teacher does not stay current on content and pedagogical knowledge.	The teacher engages in activities designed specifically strengthen content and pedagogical knowledge and deeper understanding of curriculum.	The teacher takes initiative in deepening content knowledge and understanding the curriculum individually and in collaboration with colleagues.	The teacher is an expert and leader in understanding and continuously improving and refining their knowledge of content, pedagogy, and curriculum.
<b>Seeking and Acting on Feedback:</b> Teachers seek opportunities to receive and provide feedback and work collaboratively and constructively to utilize feedback effectively.	The teacher resists discussing feedback on their practice or ignores feedback that is given.	The teacher invites, accepts, and acts on feedback given by colleagues.	The teacher invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.	The teacher takes a leadership role in supporting a school culture of growth and modeling a process for seeking, providing, and acting on feedback.

4f Acting in Service of Students				
Critical Attributes	Below Level	Developing	Effective	Distinguished
<b>Acting with Care, Honesty, and Integrity:</b> Teachers consistently model care, honesty, and integrity in interactions with students, families, and colleagues.	The teacher's actions are uncaring or dishonest.	The teacher acts honestly and with care and integrity.	The teacher is known for and looked to as a model of care, honesty, and integrity.	The teacher is a leader in the school in defining, modeling, and upholding high standards of ethical practice and wise decision making that prioritize the needs of all students, especially those who have been marginalized or underserved.
<b>Ethical Decision-Making:</b> Teachers make wise decisions, especially under challenging circumstances, that are in the best interest of students and their families.	The teacher makes unwise, rushed, or heated decisions or makes decisions that are self-serving.	The teacher seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical.	The teacher makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide.	The teacher is a leader in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning.
<b>Advocacy:</b> Teachers are active advocates for students, their families, and colleagues and lead in acting on their behalf.	The teacher fails to act on behalf of students when deliberate action is warranted.	The teacher addresses the needs of students through their actions but may do so inconsistently or with partial success.	The teacher is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's and community's values, even when it may not be popular or comply with policy.	The teacher serves as a model of advocacy for students and acts as a leader in the school, identifying and working to change policies and practices that do not align with community values or may cause harm to students.

## Teacher Single-point Competencies

\*Adapted from Danielson's Framework for Teaching 2022

### Domain 1 Planning and Preparation

**1a Applying knowledge of Content and Pedagogy** - The teacher's understanding of content and pedagogy support student learning of the content.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The teacher demonstrates knowledge of content and pedagogy through:</p> <ul style="list-style-type: none"> <li>Lesson planning and/or preparation that reflects a deep knowledge of the content and curriculum he/she teaches, including an understanding of prerequisite relationships and knowing which concepts and skills are central and peripheral.</li> <li>A wide range of pedagogical approaches that make content accessible to student understanding, address preconceptions, and present ideas in a comprehensible way.</li> <li>Interdisciplinary connections that support student engagement and build essential knowledge and skills that are transferable to real-world application</li> </ul> <p>And where the students:</p> <ul style="list-style-type: none"> <li>Have the opportunity to engage in content that is meaningful and relevant, and fosters intellectual dispositions such as curiosity, reasoning and reflection.</li> <li>Have the opportunity to connect concepts and/or develop cross-disciplinary skills that help them succeed in the classroom and beyond.</li> </ul>	

#### Considerations:

- How does the teacher's plans and presentations of content reflect understanding of prerequisite relationships among topics and concepts within the discipline?
- What are some ways the teacher presents content and utilizes discipline-specific learning strategies to support deeper understanding?
- In what ways does the teacher help students make connections between disciplines or develop cross-disciplinary skills?

**1b Knowing and Valuing Students** - The teacher's knowledge of students supports learning and development, and enables the teacher to build upon student assets.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The teacher demonstrates knowing and valuing his/her students by:</p> <ul style="list-style-type: none"> <li>Understanding, honoring and leveraging students' intersecting identities - including their racial, cultural, religious, and gender identities, among others.</li> <li>Designing learning experiences and environments that not only reflect students' current knowledge and skills, but include their cognitive, physical, social and emotional development as well.</li> <li>Relying on their knowledge of students when applying their understanding of the learning process and learning differences when planning.</li> </ul> <p>And where the students:</p> <ul style="list-style-type: none"> <li>Feel recognized and appreciated for their unique identities by their teacher.</li> <li>Have the opportunity to leverage assets they bring from their out-of-school lives into the school learning environment.</li> </ul>	

**Considerations:**

- In what ways are students' identities and cultures incorporated and reflected in learning experiences and environments?
- How does the teacher use his/her understanding of students' prior knowledge and experience to support individual learning?
- How are students' academic, social, and emotional assets leveraged to promote student success?
- In what ways is the teacher's knowledge of the learning process and learning differences reflected in planning and preparation?

**1c Setting Instructional Outcomes** - Instructional outcomes are rigorous and appropriate for students.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The teacher creates instructional outcomes that are rigorous and appropriate through:</p> <ul style="list-style-type: none"> <li>• Relevant and important content.</li> <li>• Alignment of grade-level standards and communicating high expectations for each student.</li> <li>• Clearly articulating what will be learned, why it is important, and how students will develop and demonstrate mastery of content and skills.</li> <li>• Integrating academic, social-emotional and character development goals that complement and build on one another.</li> </ul> <p>And where the students:</p> <ul style="list-style-type: none"> <li>• Will understand what they are learning and how they will need to demonstrate their understanding of the content and skills.</li> <li>• Have the opportunity to refine their learning outcomes and extend their learning beyond the established curriculum.</li> </ul>	

**Considerations:**

- In what ways do instructional outcomes reflect the most relevant and valuable learning for students?
- In what ways do instructional outcomes align with grade-level standards to ensure ambitious instruction for all students?
- How are clear, specific instructional outcomes used to define the purpose of learning experiences?
- What are some examples of the teacher integrating academic and developmental goals to extend student learning?

**1d Using Resources Effectively** - The teacher's knowledge of instructional materials and other resources leads to discerning choices to support learning and development.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The teachers plan for effective use of resources through:</p> <ul style="list-style-type: none"> <li>• Utilization of high-quality instructional materials to ensure access to rigorous content, and that supports the specific needs of students, furthering engagement and mastery.</li> <li>• Effective use of technology and other digital resources to support equitable student learning and exploration, as well as connection and development.</li> <li>• Seeking and providing additional resources and supports that make content and curriculum materials accessible to students and address their individual needs.</li> </ul> <p>And where the students:</p> <ul style="list-style-type: none"> <li>• Have access to not only curriculum materials but supplemental resources as well. These may include manipulatives, models, science laboratory equipment; and a variety of other texts such as maps, primary source materials, or trade books.</li> </ul>	

	<ul style="list-style-type: none"> <li>Have the opportunity to engage in a digital-rich environment that supports personalized instruction, equitable learning, explorations, connection and development.</li> </ul>	
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**Considerations:**

- How does the teacher effectively use instructional materials to meet the needs of individual students and enhance intellectual engagement?
- In what ways do technology and digital resources enhance personalization, connection, exploration, and intellectual engagement?
- What are some ways the teacher provides resources and supports for students that increase accessibility and promote student agency?

**1e Planning for Coherent Instruction** - Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The teacher is effective in planning for coherent instruction by:</p> <ul style="list-style-type: none"> <li>Aligning tasks and activities with learning outcomes, providing opportunities for higher-level thinking, and creating authentic opportunities to engage in meaningful content.</li> <li>Planning for multiple strategies and approaches that are tailored to the needs of various students to accelerate and support their success.</li> <li>Thoughtfully organizing instructional groups in order to maximize learning and build on students' strengths.</li> <li>Creating plans for learning that are well structured and have a flow that allows for student learning and reflection.</li> </ul> <p>And where the students:</p> <ul style="list-style-type: none"> <li>Have the opportunity to engage in authentic learning activities or co-designed learning experiences.</li> <li>Have the opportunity to form their own opinions, pursue their thoughts and ideas, and show support for their peers' thinking.</li> </ul>	

**Considerations:**

- In what ways do aligned tasks and activities provide opportunities for students to meaningfully engage with content?
- What are some ways that individualized strategies and approaches are used to support student success?
- How does the teacher plan thoughtfully organized instructional groups that will build on students' strengths, encourage dialogue, and foster collaboration?
- How are lessons and learning experiences arranged and structured to build upon and enhance student learning and autonomy?

**1f Designing and Analyzing Assessments** - Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and feedback to students.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The teacher is effective in designing and analyzing assessments when:</p> <ul style="list-style-type: none"> <li>They align assessments with instructional outcomes and establish clear success criteria.</li> <li>Summative assessments are utilized to confirm students' mastery of instructional goals.</li> </ul>	



	<ul style="list-style-type: none"> <li>Formative assessments are incorporated into lesson planning to inform teaching and learning progress.</li> <li>A variety of formative assessment methods are employed to capture quick insights and deeper understandings.</li> <li>Assessments are used as tools for students to develop virtues like autonomy, critical thinking, and humility.</li> <li>They analyze assessment data to refine curriculum and inform instructional strategies.</li> </ul> <p>And where the students:</p> <ul style="list-style-type: none"> <li>Are provided with opportunities to reflect on their progress and set goals for improvement.</li> <li>Engage in assessments that are varied and appropriate for their learning styles and needs.</li> <li>Receive timely and constructive feedback that supports their academic growth.</li> </ul>	
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Considerations:

- What are some ways that students are given opportunities to demonstrate their understanding of content?
- How are clear assessment criteria and standards developed and understood by students?
- How does the teacher design formative assessments that allow for adjustments to instruction and support student agency?
- How is assessment data analyzed and applied to inform instructional decision-making?

***Domain 2 Learning Environments***

**2a Cultivating Respectful and Affirming Environments** - Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The teacher is effective in cultivating a respectful and affirming environment by:</p> <ul style="list-style-type: none"> <li>Reflecting on and integrating cultural responsiveness and responsibility in teaching practices.</li> <li>Demonstrating care and respect for his/her students' identities, race and cultural backgrounds</li> <li>Co-creating classroom environments that reflect, honor and sustain shared values and individual identities.</li> <li>Co-establishing community agreements or classroom norms for interactions, and facilitating positive conflict resolution to maintain respect and repair harm when needed.</li> </ul> <p>And where students are:</p> <ul style="list-style-type: none"> <li>Encouraged to engage in learning that is both supportive and challenging.</li> <li>Able to experience positive conflict resolution and learn the importance of restoring justice.</li> <li>Involved in setting community agreements and classroom norms for a respectful learning space.</li> </ul>	

Considerations:

- How has the teacher intentionally nurtured relationships with and among students?
- What evidence indicates that the students feel a sense of shared identity while also feeling celebrated as individuals?
- In what ways does the teacher demonstrate cultural competence in creating an inclusive learning environment?
- What are some ways that the teacher maintains a positive and respectful rapport while addressing and resolving student conflicts?

**2b Fostering a Culture for Learning** - The culture of the class is characterized by high expectations and supports students' learning and development.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The teacher is effective in fostering a culture for learning by:</p> <ul style="list-style-type: none"> <li>• Demonstrating a belief in the importance of learning and personal growth for all students.</li> <li>• Modeling, encouraging, explicitly teaching, and reinforcing curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth</li> <li>• Providing students with choices and opportunities to assume responsibility for their own learning.</li> <li>• Intentionally developing and celebrating his/her confidence, resilience, persistence, and teamwork that support student perseverance.</li> </ul> <p>And where students:</p> <ul style="list-style-type: none"> <li>• Demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish.</li> <li>• Have multiple opportunities to exercise agency, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful and purposeful.</li> <li>• Encourage one another to persevere and support each other through challenging work.</li> </ul>	

**Considerations:**

- How does the teacher and students demonstrate their dedication to content mastery and personal growth?
- What evidence indicates that the teacher has explicitly modeled and taught the skills that allow students to successfully pursue learning?
- In what ways do students demonstrate their agency in the classroom?
- What are some ways that students and the teacher support and demonstrate perseverance through difficult work?

**2c Maintaining Purposeful Environments** - Shared routines and efficient procedures are largely student- directed and maximize opportunities for student learning and development.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>Teachers effectively maintain purposeful environments by:</p> <ul style="list-style-type: none"> <li>• Explicitly modeling, teaching, and reinforcing purposeful collaboration</li> <li>• Establishing routines that support student autonomy, responsibility</li> <li>• Maximizing instructional time so there is little to no loss due to non-instructional tasks</li> </ul> <p>And where students are:</p> <ul style="list-style-type: none"> <li>• Productively engaged during small group work, working purposefully and collaboratively with their peers.</li> <li>• Are able to access what they need (i.e. resources or materials) efficiently and effectively.</li> </ul>	



**Considerations:**

- In what ways does the teacher thoughtfully and purposefully teach and utilize collaboration in the classroom?
- What evidence indicates that classroom procedures that support student responsibility and autonomy have been taught and are responsive to students' needs?
- How does the teacher distribute resources and supports in a way that ensures equitable access for all students?
- How does the teacher complete non-instructional tasks so that he/she does not take away from instructional time?

**2d Supporting Positive Student Behavior** - Students display positive behaviors, which are modeled by teachers and reinforced to promote reflection and recalibration rather than compliance.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>Teachers are effective in supporting positive student behavior by:</p> <ul style="list-style-type: none"> <li>• Successfully establishing and maintaining expectations that have been agreed upon.</li> <li>• Modeling, explicitly teaching and reinforcing ethical behavior and citizenship.</li> <li>• Encouraging self-monitoring, reflection, and collective responsibility.</li> </ul> <p>And where students:</p> <ul style="list-style-type: none"> <li>• Might play an active role in establishing and maintaining expectations, and have opportunities for critical reflection both individually and as a group.</li> <li>• Take an initiative to contribute to a safe and productive learning environment.</li> <li>• Engage in opportunities to reflect on their own behavior and potential impact on other students.</li> </ul>	

**Considerations:**

- In what ways do students demonstrate that clear expectations have been established with their active and continued input?
- What are some ways that the teacher models and teaches habits of character that develop positive behavior in students?
- What evidence indicates that students monitor and reflect on their behavior and the impact it has on their classmates and their learning?

**2e Organizing Spaces for Learning** - Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The teacher is effective in organizing spaces for learning by:</p> <ul style="list-style-type: none"> <li>• Ensure that the space is safe and accessible to all students.</li> <li>• Designing a space that supports student learning and development, and is appropriate for the goals and activities of the lesson.</li> <li>• Cultivating and encouraging student participation in establishing the classroom environments as a shared space.</li> </ul> <p>And where students:</p> <ul style="list-style-type: none"> <li>• Have a voice in creating or adding to the space, and demonstrate shared ownership of it.</li> </ul>	

**Considerations:**

- How is the teacher and students modifying the learning space to make sure it is safe and accessible, if needed?

- What evidence indicates that the learning space has been designed specifically to suit and support the content and the students?
- In what ways is student input applied to create a sense of shared ownership over the learning space?

### ***Domain 3 Learning Experiences***

**3a Communicating About Purpose and Content** - Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language.

<b>Areas of Strength</b>	<b>Effective practice</b>	<b>Opportunities for Growth/ Next Steps</b>
	<p>The teacher is effective in community about purpose and content by:</p> <ul style="list-style-type: none"> <li>• Clearly explaining what students will be learning and why, how it is situated within broader purposes, how they will learn it, and what success will look like.</li> <li>• Clearly explaining and modeling, if appropriate, the learning activities, and consistently supporting and reinforcing student engagement.</li> <li>• Ensuring content is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student understanding.</li> <li>• Using verbal and written content-related language that is academically rigorous, accurate, and both subject and grade appropriate.</li> </ul> <p>And where students:</p> <ul style="list-style-type: none"> <li>• Most students are able to explain the purpose and value of what they are learning, and connect it to broader purposes both within the curriculum and their own lives.</li> <li>• Are able to use and apply accurate academic language and vocabulary.</li> </ul>	

#### **Considerations:**

- How do students connect to the purpose and value of learning to grow both academically and personally?
- What are some ways that students show that they understand the expectations associated with learning activities and the process of learning?
- How do students demonstrate that content has been explained in a way that enhances their understanding?
- In what ways does the teacher and students use rigorous and accurate academic language to build content knowledge?

**3b Using Questioning and Discussion Techniques** - Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection.

<b>Areas of Strength</b>	<b>Effective practice</b>	<b>Opportunities for Growth/ Next Steps</b>
	<p>The teacher effectively uses questioning and discussion techniques by:</p> <ul style="list-style-type: none"> <li>• Crafting questions that prompt multiple answers, encouraging students to hypothesize and connect ideas.</li> <li>• Fostering a culture of learning where discussions involve all students in critical thinking and precise language use.</li> <li>• Creating a respectful and safe environment that supports logical reasoning and reflective learning.</li> <li>• Establishing classroom routines and spaces that empower students to lead and sustain discussions.</li> </ul> <p>And where the students:</p> <ul style="list-style-type: none"> <li>• Are actively involved in discussions, contributing diverse perspectives without domination by a few.</li> <li>• Feel safe to explain and justify their reasoning, using evidence to support their arguments.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Have opportunities to reflect on their learning and develop critical thinking skills.</li> <li>• Are encouraged to maintain the momentum of discussions, taking ownership of the learning process.</li> </ul>	
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**Considerations:**

- How do students demonstrate that questioning and discussion is helping them to think critically and deepen their understanding?
- How does questioning and discussion challenge students to justify their reasoning and reflect on their learning?
- In what ways do students respectfully and productively engage each other in dialogue?

**3c Engaging Students in Learning** - Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The teacher effectively engages students by:</p> <ul style="list-style-type: none"> <li>• Developing and implementing activities that support agency and require critical thinking; tasks require high levels of intellectual engagement.</li> <li>• Strategically arranging instructional groupings that support learning and engagement, and where effective teamwork is explicitly taught and celebrated.</li> <li>• Ensuring Instructional materials and resources support intellectual engagement and deep learning of the content; they are varied and support equitable access to the content.</li> <li>• Ensuring the pacing of the lesson supports high levels of intellectual engagement and deeper learning.</li> </ul> <p>And where students:</p> <ul style="list-style-type: none"> <li>• Engage in activities that allow them to explain their thinking.</li> <li>• Take an initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.</li> <li>• Have multiple opportunities to think, reflect, and consolidate understanding.</li> </ul>	

**Considerations:**

- How do students demonstrate agency in making learning tasks more engaging and meaningful?
- What are some ways the teacher ensures that student collaboration is utilized to deepen understanding and further learning?
- In what ways are instructional materials and resources used to support deep learning by all students?
- What evidence indicates that the lesson is structured to allow students multiple meaningful opportunities to think and consolidate understanding?

**3d Using Assessment for Learning** - The teacher and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The teacher is effective in using assessment for learning when he/she:</p> <ul style="list-style-type: none"> <li>• Provides students with clear success criteria of high-quality work and provides students the opportunity for self-assessment.</li> <li>• Uses questions and assessments to elicit accurate evidence of student understanding and models strategies for self-assessment.</li> <li>• Provides timely, constructive feedback that advances learning.</li> </ul> <p>And where students:</p>	

	<ul style="list-style-type: none"> <li>• Have the opportunity to analyze their own progress towards goals.</li> <li>• Feel encouraged to leverage identified strengths in order to overcome challenges, misunderstandings, and or gaps.</li> </ul>	
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**Considerations:**

- In what ways does the teacher establish and clearly communicate the standards for high-quality work?
- What evidence indicates that students monitor their own understanding to analyze their progress toward learning goals?
- How do students receive and utilize high quality feedback to advance their learning?

**3e Responding Flexibly to Student Needs** - The teacher's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The teacher is effective in responding flexibly to student needs by:</p> <ul style="list-style-type: none"> <li>• Adjusting learning experiences based on real-time evidence and students' individual and specific needs.</li> <li>• Incorporating students' interests and questions into learning experiences to deepen understanding and encourage curiosity and autonomy.</li> <li>• Drawing on a broad repertoire of strategies in order to utilize alternative approaches and pathways when students experience difficulty.</li> </ul> <p>And where students:</p> <ul style="list-style-type: none"> <li>• Feel encouraged to pursue new learning and opportunities on their own.</li> </ul>	

**Considerations:**

- What evidence indicates that teachers make real-time adjustments to learning activities to suit students' individual needs?
- In what ways do teachers incorporate students' questions and interests into the learning experience to deepen understanding and support curiosity?
- What are some ways that teachers and students demonstrate a commitment to success when they experience difficulties?

**Domain 4 Principle Teaching**

**4a Engaging in Reflective Practice** - The teacher's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The teacher's reflective practice is effective when he/she:</p> <ul style="list-style-type: none"> <li>• Draws on evidence from the lesson, including student work, to assess the effectiveness of specific elements of instruction and their impact on student learning and development.</li> <li>• Analyzes the impact of their own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning.</li> <li>• Considers multiple paths forward; communicates a commitment to the success of all students; and plans, practices, and implements improvements.</li> </ul>	

**Considerations:**

- How does the teacher utilize multiple sources of evidence to analyze their practice and the effectiveness of his/her instruction?

- What evidence indicates that the teacher utilizes the results of self-assessment to guide the purposeful acquisition of new knowledge and skills?
- In what ways does the teacher utilize self-reflection and new ideas to demonstrate a personal commitment to continuous improvement?

**4b Documenting Student Progress** - The teacher documents student progress toward mastery, focusing on the attainment of learning and developmental goals; students have access to and engage in reflection on their progress.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The teacher is effective in documenting student progress when:</p> <ul style="list-style-type: none"> <li>• There is a clear system for tracking progress toward mastery and the teacher communicates understandable and useful information to students and those who support them.</li> <li>• They engage students and those who support them (i.e. parents/guardians) in setting and monitoring their progress toward their goals.</li> <li>• They have accurate and accessible systems for tracking student learning and other records; they use these systems efficiently and effectively.</li> </ul> <p>And when students:</p> <ul style="list-style-type: none"> <li>• Play an active role in analyzing and celebrating their success.</li> </ul>	

**Considerations:**

- What evidence indicates that there is a clear system used by students and the teacher to track mastery of learning goals?
- How does the teacher, students, and those that support them share responsibility and ownership of student progress?
- In what ways does the teacher ensure that records are created and maintained in a reliable, accurate, and accessible fashion?

**4c Engaging Families and Communities** - The teacher engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the classroom.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The teacher effectively in engages families and communities by:</p> <ul style="list-style-type: none"> <li>• Interacting with families and communities in ways that respect their values and cultural background.</li> <li>• Providing opportunities to co-create elements of the learning community that reflect the values of the larger community.</li> <li>• Frequently sharing accessible, informative updates about the standards, curriculum, and/or learning expectations and seeks input from families.</li> <li>• Including families/caregivers in learning experiences by creating opportunities for them to support students and engage in the learning community.</li> </ul>	

**Considerations:**

- In what ways does the teacher's interactions demonstrate his/her respect for the values of students' families and the local community?
- How is the vision for student success shaped and informed by the values of the community?
- What evidence indicates that structures are in place and consistently utilized to keep families informed and collect their input and feedback?

**4d Contributing to School Community and Culture** - The teacher takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The teacher effectively contributes to the school community and culture by:</p> <ul style="list-style-type: none"> <li>Developing supportive and collaborative relationships with colleagues that are built on mutual respect and trust.</li> <li>Regularly and actively participating in and contributes thoughtfully to professional inquiry.</li> <li>Makes a substantial contribution to school events, projects, and initiatives.</li> </ul>	

**Considerations:**

- What evidence indicates that the teacher has developed strong relationships that build relational trust with students and colleagues?
- In what ways does the teacher model a culture of thoughtful, generative professional inquiry?
- What are some ways that the teacher leads in developing and implementing school events, projects, and initiatives for students and colleagues?

**4e Growing and Developing Professionally** - The teacher directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The teacher is effective in growing and developing professionally when he/she:</p> <ul style="list-style-type: none"> <li>Regularly seeks out and identifies high- quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities.</li> <li>Accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success.</li> <li>Takes initiative in deepening content knowledge and understanding the curriculum individually and in collaboration with colleagues.</li> <li>Invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.</li> </ul>	

**Considerations:**

- What evidence indicates that the teacher respects cultural differences and works to develop and demonstrate cultural competence?
- How does the teacher identify opportunities for growth to help them better meet the needs of students?
- In what ways does the teacher demonstrate initiative toward refining their skills and content knowledge?
- What are some ways that the teacher shows a commitment to seeking and utilizing high-quality feedback?

**4f Acting in Service of Students** - The teacher models high standards of ethical practice and wise decision-making on behalf of students, families, and colleagues.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The teacher is effective in acting in service of students when he/she:</p>	

	<ul style="list-style-type: none"> <li>• Is known for and looked to as a model of care, honesty, and integrity.</li> <li>• Makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide.</li> <li>• Is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's and community's values, even when it may not be popular or comply with policy.</li> </ul>	
<p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>• What evidence indicates that the teacher models care, honesty, and integrity and takes the lead in developing and encouraging others to develop these qualities?</li> <li>• In what ways does the teacher ensure that the decisions he/she makes is in the best interest of students, families, and colleagues?</li> <li>• How does the teacher model and take the lead in advocating for students, families, and colleagues?</li> </ul>		



## Instructional Coaches Rubric

\* Adapted from the Instructional Coaches Practice Standards

### Domain 1: Foundational

This domain focuses on the personal growth and development of the instructional coach as a leader and advocate for equitable outcomes.

Indicators/Level of Performance	Below Standard	Developing	Effective	Distinguished
<b>1a. Develops as an instructional leader:</b> This involves advancing instructional coaching, teacher pedagogy, and equitable outcomes for every student.	Demonstrates limited growth as an instructional leader and struggles to advance instructional coaching or promote equitable outcomes for students.  <i>Rarely engages in professional development opportunities related to instructional coaching or student equity.</i>	Shows some progress in developing as an instructional leader by engaging in coaching activities and supporting teacher pedagogy, but may lack consistency.  <i>Participates in occasional coaching workshops and shows interest in promoting equitable outcomes.</i>	Actively develops as an instructional leader by advancing instructional coaching practices, supporting teacher pedagogy, and working towards equitable outcomes for all students.  <i>Leads coaching sessions that focus on student equity and regularly seeks opportunities to improve coaching practices.</i>	Exceeds expectations by demonstrating exceptional growth as an instructional leader, significantly impacting instructional coaching, supporting teacher pedagogy, and ensuring equitable outcomes for every student.  <i>Leads professional development on instructional coaching best practices, mentors other coaches, and advocates for equitable policies at the school level.</i>
<b>1b. Deepens and maintains knowledge:</b> This includes knowledge of content standards, social and emotional learning, learner variability, and culturally responsive pedagogy.	Struggles to deepen or maintain knowledge of content standards, social and emotional learning, learner variability, and culturally responsive pedagogy.  <i>Relies on outdated resources and lacks understanding of cultural responsiveness in coaching.</i>	Makes some effort to deepen knowledge of content standards, social and emotional learning, learner variability, and culturally responsive pedagogy.  <i>Attends occasional workshops on social and emotional learning and learner variability.</i>	Consistently deepens and maintains knowledge of content standards, social and emotional learning, learner variability, and culturally responsive pedagogy to support coaching practices.  <i>Actively seeks out professional development on culturally responsive pedagogy and rigorously aligns coaching with content standards.</i>	Continuously expands knowledge in all relevant areas (knowledge of content standards, social and emotional learning, learner variability, and culturally responsive pedagogy), staying current with research and best practices to provide exceptional support to educators.  <i>Conducts ongoing research on learner variability and implements innovative strategies for culturally responsive coaching, staying updated on the latest in the field.</i>
<b><u>Domain 2: Structural</u></b>				



This domain involves creating and maintaining effective coaching partnerships and engaging with school leaders to foster continuous improvement.

Indicators/ Level of Performance	Below Standard	Developing	Effective	Distinguished
<b>2a. Creates and maintains coaching partnerships:</b> These partnerships should be collaborative, respectful, and instructionally focused to foster continuous improvement of practice in order to advance learning for every student.	Struggles to establish collaborative, respectful, and instructionally focused coaching partnerships that foster continuous improvement of practice and advance learning for every student.  <i>Does not engage in coaching sessions or engages with teachers without considering their individual needs or teaching styles, leading to ineffective partnerships.</i>	Makes some effort to create coaching partnerships that are somewhat collaborative, respectful, and instructionally focused, but may lack consistency or depth.  <i>Conducts occasional coaching sessions with teachers, but the focus on instruction and continuous improvement is not always clear or consistent.</i>	Successfully creates and maintains collaborative, respectful, and instructionally focused coaching partnerships that contribute to continuous improvement of practice and enhance learning outcomes for students.  <i>Collaborates with teachers to set clear instructional goals, provides targeted feedback and support, and monitors progress to ensure continuous improvement.</i>	Excels in establishing and sustaining coaching partnerships that are not only collaborative, respectful, and instructionally focused but also innovative, transformative, and impactful for both educators and students.  <i>Designs coaching partnerships that incorporate personalized professional development, data-driven instructional strategies, and opportunities for teachers to reflect, grow, and implement new instructional practices.</i>
<b>2b. Engages school leaders:</b> This involves productive partnerships with school leaders and instructional leadership teams to advance teacher effectiveness and learning of every student.	Struggles to establish productive partnerships with school leaders and instructional leadership teams to advance teacher effectiveness and student learning.  <i>Rarely communicates with school leaders about coaching initiatives and struggles to align coaching goals with school priorities.</i>	Makes some attempts to engage with school leaders and instructional teams, but the partnerships may lack depth or consistency in supporting teacher effectiveness and student learning.  <i>Participates in occasional meetings with school leadership to discuss coaching strategies but may not always follow through on implementation.</i>	Actively engages in partnerships with school leaders and instructional teams to advance teacher effectiveness and enhance student learning outcomes, demonstrating a collaborative and impactful approach.  <i>Collaborates with school leaders to align coaching goals with school improvement plans and regularly updates them on coaching progress and impact.</i>	Excels in building strong, productive partnerships with school leaders and instructional teams, leading to transformative teacher practices and significant improvements in student learning.  <i>Leads professional development sessions for school or PLCs, actively participates in school improvement initiatives, and partners with leadership to create a culture of continuous learning and growth.</i>

### Domain 3: Instructional

The instructional domain focuses on engaging teachers in inquiry cycles to accelerate teaching practice and promote equitable outcomes.

Indicators/Level of Performance	Below Standard	Developing	Effective	Distinguished
<b>3a. Engages teachers in</b> instructionally focused inquiry cycles to accelerate teaching practice and equitable	Struggles to engage teachers in teaching-coaching cycles to support their growth.	Makes some effort to engage teachers in teaching-coaching cycles, but may lack consistency or follow through.	Successfully engages teachers in ongoing teaching-coaching cycles that includes appropriate use and analysis of student data	Excels in engaging teachers in ongoing teaching-coaching cycles to advance equitable learning for every student that

outcomes for every student.	<i>Delivers instruction without clear alignment to standards, resulting in inconsistencies in student understanding and achievement.</i>	<i>Incorporates some standards-aligned practices in instruction, but struggles to differentiate for diverse student needs effectively.</i>	<i>Assists in the development of lessons that are explicitly aligned to standards, incorporates varied instructional strategies to meet diverse student needs, and assesses student understanding regularly.</i>	includes appropriate use and analysis of student data, fostering high levels of engagement, critical thinking, and mastery of content.  <i>Assists in the development and implementation of standards-aligned and rigorous units that integrate project-based learning, differentiation, and formative assessments to ensure mastery for all students.</i>
<b>3b. Builds teacher capacity</b> to advance equitable and inclusive learning by providing an optimal learning environment that meets the diverse academic, social, and emotional needs of every student.	Struggles to support teachers in building capacity to create environments that meet the diverse academic, social, and emotional needs of every student.  <i>Provides generic resources without personalized support, resulting in limited teacher implementation of strategies to address diverse student needs.</i>	Makes some effort to provide support for teachers in enhancing learning environments, but may lack consistency or depth in addressing diverse needs effectively.  <i>Offers resources on creating inclusive environments, but may not provide ongoing coaching or resources tailored to individual teacher needs.</i>	Successfully builds teacher capacity to create environments that cater to the diverse academic, social, and emotional needs of every student, leading to positive learning outcomes.  <i>Provides differentiated professional development opportunities, coaching, and resources that support teachers in creating inclusive and engaging learning environments.</i>	Excels in advancing teacher capacity to create optimal learning environments that not only meet the needs of every student but also empower teachers to promote engagement, inclusivity, and growth for all learners.  <i>Designs personalized learning experiences for teachers, offers ongoing coaching and feedback, facilitates collaboration among educators, and promotes a culture of continuous improvement and innovation in creating optimal learning environments.</i>

## Instructional Coaches Single-point Competencies

\* Adapted from the [Instructional Coaches Practice Standards](#)

### Domain 1: Foundational

**1a. Develops as an instructional leader** to advance instructional coaching, the teaching profession, and equitable outcomes for every student

**1b. Deepens and maintains own knowledge** of rigorous content standards, social and emotional learning, learner variability, and culturally responsive pedagogy.

Areas of Strength	Effective	Opportunities for Growth/ Next Steps
	<p>An effective Instructional Coach:</p> <ul style="list-style-type: none"> <li>Actively develops as an instructional leader by advancing instructional coaching practices, supporting teacher pedagogy, and working towards equitable outcomes for all students.</li> <li>Consistently deepens and maintains knowledge of content standards, social and emotional learning, learner variability, and culturally responsive pedagogy to support coaching practices.</li> </ul> <p>Possible Look-Fors:</p> <ul style="list-style-type: none"> <li>Leads coaching sessions that focus on student equity and regularly seeks opportunities to improve coaching practices.</li> <li>Actively seeks out professional development on culturally responsive pedagogy and rigorously aligns coaching with content standards.</li> <li>Collects and analyzes</li> </ul>	

#### Considerations:

- How does the IC advance his/her skills as an instructional leader to support effective coaching?
- In what ways does the IC stay informed about the latest educational research and best practices?
- How does the IC ensure his/her coaching practices promote equitable outcomes for all students?
- How does the IC maintain and deepen his/her understanding of rigorous content standards?
- How does the IC incorporate culturally responsive pedagogy into his/her coaching practice?

### Domain 2: Structural

**2a. Creates and maintains collaborative, respectful, instructionally focused coaching partnerships** with individuals and groups of teachers to foster teacher ownership of continuous improvement of practice and to advance the learning of every student.

**2b. Engages school leaders and instructional leadership teams** in partnerships to advance teacher effectiveness and the learning of every student.

Areas of Strength	Effective	Opportunities for Growth/ Next Steps
	<p>An effective Instructional Coach:</p> <ul style="list-style-type: none"> <li>Successfully creates and maintains collaborative, respectful, and instructionally focused coaching partnerships that contribute to continuous improvement of practice and enhance learning outcomes for students.</li> <li>Actively engages in partnerships with school leaders and instructional teams to advance teacher effectiveness and enhance student learning outcomes, demonstrating a collaborative and impactful approach.</li> </ul>	

	<p>Possible Look-Fors:</p> <ul style="list-style-type: none"> <li>• Collaborates with teachers to set clear instructional goals, provides targeted feedback and support, and monitors progress to ensure continuous improvement.</li> <li>• Collaborates with school leaders to align coaching goals with school improvement plans and regularly updates them on coaching progress and impact.</li> </ul>	
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**Considerations:**

- How does the IC establish and maintain respectful, instructionally focused coaching partnerships?
- What methods does the IC use to foster teacher ownership of continuous improvement?
- In what ways does the IC support teachers in creating collaborative and inclusive environments?
- How does the IC collaborate with school leaders and instructional leadership teams to enhance teacher effectiveness?
- What strategies does the IC use to align his/her coaching goals with the school's instructional priorities?
- In what ways does the IC involve school leaders in the coaching process to ensure a cohesive approach to professional development

**Domain 3: Instructional**

**3a. Engages teachers** in instructionally focused inquiry cycles to accelerate teaching practice and equitable outcomes for every student.

**3b. Builds teacher capacity** to advance equitable and inclusive learning by providing an optimal learning environment that meets the diverse academic, social, and emotional needs of every student.

Areas of Strength	Effective	Opportunities for Growth/ Next Steps
	<p>An effective Instructional Coach:</p> <ul style="list-style-type: none"> <li>• Successfully engages teachers in ongoing teaching-coaching cycles that includes appropriate use and analysis of student data</li> <li>• Successfully builds teacher capacity to create environments that cater to the diverse academic, social, and emotional needs of every student, leading to positive learning outcomes.</li> </ul> <p><i>Look-Fors:</i></p> <ul style="list-style-type: none"> <li>• Assists in the development of lessons that are explicitly aligned to standards, incorporates varied instructional strategies to meet diverse student needs, and assesses student understanding regularly.</li> <li>• Provides differentiated professional development opportunities, coaching, and resources that support teachers in creating inclusive and engaging learning environments.</li> </ul>	

**Considerations:**

- How does the IC engage teachers in inquiry cycles to accelerate their teaching practice?
- What tools or frameworks does the IC use to guide teachers through reflective inquiry?
- How does the IC measure the impact of inquiry cycles on teaching practices and student outcomes?
- In what ways does the IC support teachers in creating equitable and inclusive learning environments?
- What strategies does the IC use to address the diverse academic, social and emotional needs of students?
- How does the IC help teachers develop and implement effective instructional strategies that promote student engagement and learning?

## Library Media Specialist Rubric

\* Adapted from the [Danielson Framework for Teaching rev. 2022](#)

\*\*AASL Library Standards included from the [National School Library Standards crosswalk with ISTE Standards for students and Educators](#)

<i>Domain 1 Planning and Preparation</i>				
<b>1a Applying knowledge of Content and Pedagogy</b> (AASL Standards: Inquire, Curate, Collaborate)	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Disciplinary Expertise:</b> library media specialists have deep knowledge of the disciplines they teach, including structures, central concepts and skills, prerequisite relationships, and methods of inquiry.	Planning and preparation include content errors or demonstrate a lack of understanding of the content.	Planning and preparation indicate partial understanding of the central concepts of the discipline and their relationship to one another.	Planning and preparation reflect solid understanding of content and the structure of the discipline being taught.	Planning and preparation reflect extensive knowledge of important concepts, how they relate to one another, recent developments in the discipline, and make interdisciplinary connections.
<b>Pedagogical Content Knowledge:</b> library media specialists make content accessible to students by understanding and addressing preconceptions, presenting ideas in comprehensible and powerful ways, and thoughtfully implementing the most effective pedagogical approaches.	Lesson and unit plans lack consideration for prerequisite knowledge and possible student misconceptions.	Lesson and unit plans include Instructional strategies and representations of content that are partially suitable and show some consideration for prerequisite knowledge important to student learning of the content.	Lesson and unit plans include a variety of strategies and representations of content appropriate to the discipline, use a range of pedagogical approaches, and demonstrate understanding of prerequisite relationships among topics and concepts.	In lessons and units planned or adapted, instructional strategies and representations of content are chosen wisely and explicitly for their suitability to the content and their ability to foster high-levels of intellectual engagement, skill development, and critical thinking.
<b>Knowledge of Interdisciplinary Relationships and Skills:</b> library media specialists make interdisciplinary connections to scaffold learning, support engagement, and build essential knowledge and skills that cross disciplines and support student learning in multiple contexts.	No interdisciplinary relationships are identified in plans or preparation.	Plans and preparation cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.	Plans and preparation demonstrate knowledge of interdisciplinary relationships and skills and their real-world application; Collaborates with teachers in many disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various.	Lessons and units planned or adapted focus on connecting concepts to other disciplines, prioritizing skills that transfer across disciplines and emphasizing real- world applications of these concepts and skills.
<b>1b Knowing and Valuing Students</b> (AASL Standards: Include, Inquire, Include, Explore)	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Respect for Students' Identities:</b> Students' lived	The library media specialist is not	The library media specialist applies	The library media specialist successfully	The library media specialist recognizes

experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character.	aware of or pays little attention to students' race, culture, or identity.	knowledge of students' race, culture, and identities to planning and preparation with limited success.	incorporates knowledge of students' race, culture, and identities into planning and preparation.	and appreciates students' race, culture, and unique identities, designing culturally responsive and affirming learning experiences with them in mind.
<b>Understanding of Students' Current Knowledge and Skills:</b> Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind.	The library media specialist does not try to ascertain information about students varied prior knowledge, skills, or mindsets.	The library media specialist's understanding of students' varied knowledge and skill levels, as well as mindsets related to learning, is applied with limited success.	The library media specialist's understanding of students' levels of knowledge and skill, as well as their mindsets about learning, is applied successfully in planning and preparation.	The library media specialist's deep understanding of each student's knowledge, skills, and mindsets ensures that students receive appropriate scaffolds when necessary, meet rigorous outcomes, and are challenged to do their best work.
<b>Knowledge of Whole Child Development:</b> Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments, children's and young adult literature, reading promotion, and experiences to promote student success and autonomy.	The library media specialist does not attend to or understand students' cognitive, social, emotional, and character development.	The library media specialist's understanding of students' cognitive, social, emotional, and character development is addressed in planning and preparation with limited success.	The library media specialist's understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation; Media specialist has knowledge of current and classic literature of many genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.	The library media specialist deeply understands and integrates students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumption of responsibility.
<b>Knowledge of the Learning Process and Learning Differences:</b> Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs.	The library media specialist displays insufficient understanding of how students learn and develop in general or of individual differences for students in the class.	The library media specialist has limited understanding of the learning process and of individual learning differences.	The library media specialist's accurate understanding of how students learn and learn differently is evident in planning and preparation	In lessons planned or adapted, the library media specialist uses extensive knowledge of the learning process and learning differences to design experiences that are engaging and successful.
<b>1c Setting Instructional Outcomes</b> (AASL Standards: Inquire, Explore, Engage, Include, Collaborate)	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Value and Relevance:</b> Instructional outcomes represent ambitious learning of important content and meaningful	Instructional outcomes are not relevant or meaningful or do not	Instructional outcomes are somewhat relevant and partially reflect important learning and development.	Instructional outcomes are mostly relevant and reflect important learning and development.	Instructional outcomes consistently reflect important, meaningful, and relevant learning



opportunities to support student learning and development.	reflect important learning.			that requires critical thinking.
<b>Alignment to Library Standards:</b> Instructional outcomes reflect appropriate grade-level standards and communicate high expectations for each student.	Instructional outcomes do not reflect grade-level standards.	Instructional outcomes partially reflect grade-level standards.	Instructional outcomes mostly reflect grade-level standards.	Instructional outcomes consistently reflect library standards that challenge all students in the class and encourage intellectual risk taking.
<b>Clarity of Purpose:</b> Instructional outcomes clearly define what will be learned, why it is important, and how students will develop and demonstrate mastery of content and skills.	Instructional outcomes are unclear or are stated as activities.	Instructional outcomes are somewhat clear and partially describe what students will learn.	Instructional outcomes are mostly clear and specific, likely to ensure that students understand what they will learn and how.	Instructional outcomes are uniformly clear and specific and support students to extend their learning.
<b>Integration of Multiple Aspects of Student Development:</b> Instructional outcomes integrate academic and social-emotional development to complement and build on one another.	Instructional outcomes do not reflect a range of purposes.	Instructional outcomes target different types of outcomes beyond academic knowledge and skills with partial success.	Instructional outcomes represent a range of high-priority, developmentally appropriate purposes, including academic, social- emotional, and character development goals.	Instructional outcomes integrate academic, social- emotional, and character development goals rather than treating them separately.
<b>1d Using Resources Effectively</b> (AASL Standards: Curate, Explore, Include)	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Instructional Materials:</b> library media specialists utilize high-quality instructional materials to ensure access to rigorous content and support specific student needs, furthering engagement and mastery.	When instructional materials are provided, the library media specialist does not use or learn to effectively implement them.	When instructional materials are provided, the library media specialist implements them with some success, develops some understanding of their features and design, and is sometimes able to recognize and adjust for gaps or deficiencies in the materials.	When instructional materials are provided, the library media specialist's understanding of the materials supports appropriate choices based on the specific needs of students that increase the effectiveness of the curriculum.	When instructional materials are provided, the library media specialist uses them wisely, integrating other resources if appropriate, to support each student's mastery of outcomes, further learning and development, deep intellectual engagement, and autonomy.
<b>Technology and Digital Resources:</b> Technological and digital resources support personalized instruction, equitable learning, engagement, exploration, connection, and student development.	The library media specialist does not appropriately access digital resources to support student learning and development.	The library media specialist uses technology and accesses digital resources that partially support student learning but may be primarily a substitution for other resources.	Technology and other digital resources are used effectively to support equitable student learning and exploration, as well as connection and development.	Technology and other digital resources support intellectual engagement, personalized instructional pathways for student learning and development.
<b>Supports for Students:</b> library media specialists seek and provide additional aligned resources and supports that make content and curriculum materials	The library media specialist does not inquire about or seek out resources to support individual student needs.	The library media specialist seeks some additional resources and supports aligned to the individual needs of students.	The library media specialist provides resources and supports aligned to students' individual needs and learning differences,	Resources and support provided or suggested by the library media specialist promote student agency and increase efficacy in



accessible to students and address their individual needs.			allowing each student to access the curriculum and meet the learning outcomes.	utilizing resources to support their own learning and development.
<b>1e Planning for Coherent Instruction</b> (AASL Standards: Inquire, Explore, Collaborate, Curate)	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Tasks and Activities:</b> Tasks and activities are specifically matched to learning outcomes, encourage higher-level thinking and student agency, and create authentic opportunities to engage with meaningful content.	Tasks and activities are uninteresting to students, do not challenge them, and/or do not align to instructional outcomes.	Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge.	Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking.	Tasks and activities encourage student agency and create authentic opportunities to engage with meaningful content.
<b>Flexible Learning:</b> Multiple strategies and approaches are tailored to individual student needs to create the appropriate level of challenge and support for each student.	There is only a single approach or activity planned for students to learn the content.	There are multiple ways for students to learn the content and a variety of strategies are used with some success during the lesson.	Multiple strategies and approaches are tailored to the needs of various students to accelerate and support their success.	Lessons provide opportunities for students to engage beyond the content of the lesson; and, when appropriate, the library media specialist works with students to co-design learning experiences.
<b>Student Collaboration:</b> Student groups are an essential component of learning and development, and are organized thoughtfully to maximize opportunities and build on students' strengths.	Student groupings are not used or do not support learning.	Students are in groups that are only partially appropriate to the learning activities or goals.	Instructional groups are organized thoughtfully to maximize learning and build on students' strengths.	Collaboration through library media specialist-designed and student-chosen instructional groups are an essential component of learning and development.
<b>Structure and Flow:</b> Lesson and unit plans are well structured and flow from one to the next to support student learning and development.	Plans for learning are not well structured or sequenced.	Plans for learning are partially well-structured but may not be realistic about time expectations.	Plans for learning are well structured and have a flow that allows for student learning and reflection.	Plans for learning are well structured and have a flow that supports student autonomy in the learning process.
<b>1f Designing and Analyzing Assessments</b> (AASL Standards: Inquire, Engage)	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Congruence with Instructional Outcomes:</b> Aligned assessments provide accurate, clear evidence and allow for the analysis of student understanding and mastery of instructional outcomes.	Assessments are not aligned to the instructional outcomes.	Assessments are partially aligned to instructional outcomes but may not assess them completely.	Assessments will fully and fairly provide evidence of student understanding of the content and mastery of outcomes, as well as reveal specific misunderstandings.	Students have varied and multiple opportunities to demonstrate mastery of outcomes; assessments allow for the analysis of student misunderstandings, revealing how and why the misunderstanding occurred.

<b>Criteria and Standards:</b> Criteria and standards for assessment are appropriate and aligned, clearly communicated, and whenever possible have been developed with student input.	Assessments lack criteria by which student performance can be accurately assessed.	Assessment criteria and standards have been developed, but they are unclear or too vague.	Assessment criteria and standards are established, clear, and fully understood by students.	Assessment criteria and standards are clear, and students have contributed to their development.
<b>Planning Formative Assessments:</b> library media specialists plan formative assessments to monitor student progress toward instructional outcomes and support students to monitor their own learning.	There is no formative assessments planned.	Some formative assessments are planned and will give a partially accurate picture of student learning throughout the lesson.	Formative assessments will give an accurate picture of student learning, and plans for lessons indicate possible adjustments based on formative assessment data.	Formative assessments will provide accurate and timely information to library media specialists and students, allowing students to adjust course with minimal library media specialist guidance.
<b>Analysis and Application:</b> library media specialists consistently use assessment data to direct planning and preparation and to support individualized student instruction.	Assessment results are not relevant or used for future planning.	Assessment results are used in future planning for some students, groups of students, or the class as a whole.	Assessment results from prior lessons and units are a key tool used by the library media specialist in planning future instruction.	Assessment results consistently drive planning and preparation to inform instructional decision making and instructional pathways for students.
<b>Domain 2 Learning Environments</b>				
<b>2a Cultivating Respectful and Affirming Environments</b> (AASL Standards: Include, Collaborate)	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Positive Relationships:</b> library media specialist-student and student-student interactions demonstrate caring and respect, and honor the dignity of each member of the community.	Classroom interactions, both between the library media specialist and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental levels.	Classroom interactions, both between the library media specialist and students and among students, are inconsistently caring and respectful, but form a foundation for positive relationships to develop.	Classroom interactions, both between the library media specialist and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.	Patterns of interacting in the classroom are culturally responsive; the library media specialist's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.
<b>Sense of Belonging:</b> library media specialists and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.	Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the classroom community.	Verbal and nonverbal communication indicates that many students feel part of a classroom community that welcomes and honors their individual identity.	Verbal and nonverbal participation indicates most students participate in a class community that reflects their collective identity while honoring individual variations.	Student participation indicates they are co-creating a community that reflects their unique collective identity and interests as a class while honoring individual identity.
<b>Cultural Responsiveness:</b> Ways of interacting in the classroom are culturally responsive, and they are supported by library media specialists' own cultural	Learning environments do not reflect the individual racial and cultural identities of students.	Learning environments reflect and honor some elements of students' individual and shared	Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing,	Students have helped create a unique identity for their class that includes all, celebrates each individual's racial

competence and understanding of societal dynamics and their impact on learning environments.		racial and cultural identities.	and honoring differences between students' and library media specialists' unique identities.	and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at play in the environment.
<b>Positive Conflict Resolution:</b> A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.	Conflict and disrespectful interactions occur in the classroom and are neither addressed nor resolved.	Conflict and disrespectful interactions are addressed by the library media specialist, with uneven results.	A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.	Students in the class are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.
<b>2b Fostering a Culture for Learning</b> (AASL Standards: Engage, Explore, Inquire, Collaborate)	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Purpose and Motivation:</b> library media specialists and students share an overarching dedication to both content mastery and personal growth.	There is little or no sense of purpose for the work or the reasons for doing it are external demands.	The library media specialist communicates the importance of content, the ultimate purpose of learning, and the value of personal growth with some success.	The library media specialist and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish.	The library media specialist and students display dedication to learning the content and a sense of purpose for their learning; both content mastery and personal growth are valued by the library media specialist and students.
<b>Dispositions for Learning:</b> library media specialists' model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.	Student curiosity is ignored or discouraged; students are not asked to think critically or to reason and reflect.	Student curiosity, critical thinking, reasoning, and reflection are occasionally encouraged.	Curiosity, critical thinking, reasoning, and reflection are encouraged and intentionally developed.	Student curiosity, critical thinking, reasoning, and reflection are clearly evident in the classroom and have a direct impact on instruction, student learning, and development.
<b>Student Agency and Pride in Work:</b> Students make informed choices, devote energy to learning, take pride in their accomplishments and actively suggest ways to make the classroom more joyful, rigorous, and purposeful. Students demonstrate a deep engagement with literature, exploring a diverse range of texts with curiosity and enthusiasm.	Students have little or no agency in learning experiences or classroom life.	Students are given some opportunities to exercise agency, though they may not be taken up or may be infrequent.	Students have multiple opportunities to exercise agency, and autonomy is intentionally developed and celebrated.	Students clearly exercise autonomy in their learning and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.
<b>Support and Perseverance:</b> library media specialists and students encourage one another to persevere and use strategies to support each other through challenging work.	The library media specialist conveys that the work is too challenging for all or some of the students or that they lack the perseverance to	Confidence, resilience, persistence, and teamwork are encouraged, promoting a conviction that with hard work and perseverance all students can master the content.	Confidence, resilience, persistence, and teamwork that support student perseverance are intentionally developed and celebrated.	Students encourage one another to persevere and use strategies to support each other through challenging work.

	succeed; students are allowed or expected to quit.			
<b>2c Maintaining Purposeful Environments</b> (AASL Standards: Curate, Collaborate, Include)	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Productive Collaboration:</b> Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success.	Students are not productively engaged during group work.	Students are somewhat engaged in group work.	Students are productively engaged during small group work, working purposefully and collaboratively with their peers.	Students play an active role in ensuring their time in groups is used purposefully and meets their individual and group needs.
<b>Student Autonomy and Responsibility:</b> Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.	Routines do not support student autonomy or assumption of responsibility.	Routines and procedures partially support student autonomy and assumption of responsibility.	Routines and procedures allow students to operate autonomously and take responsibility for their learning	Students take responsibility for routines and procedures and take initiative to suggest adjustments that would further support their learning and development.
<b>Equitable Access to Resources and Supports:</b> Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students.	Resources and supports are not deployed efficiently, effectively, or equitably.	Resources and support are managed somewhat efficiently and effectively, though students may not have equitable access.	Resources and supports are deployed efficiently and effectively; all students are able to access what they need.	Resources and supports are deployed equitably; students take initiative in accessing resources and identifying additional supports they need.
<b>Non-Instructional Tasks:</b> library media specialists complete non-instructional tasks with little to no loss of instructional time or disruption to lesson delivery.	Non-instructional tasks are not completed or completed inefficiently, resulting in loss of instructional time or potential danger to students.	Non-instructional tasks are completed with some efficiency, but instructional time is lost.	Most non-instructional tasks are completed efficiently, with little loss of instructional time.	Non-instructional tasks are completed seamlessly with no loss of instructional time.
<b>Managing Library Procedures</b> Elements: Media specialist has specific routines for Circulation procedures, Scheduling procedures Independent use and/or self-directed use	Not established or unclear library guidelines and procedures; No use of scheduling for library media center use or access to resources, equipment, the facility, and/or the expertise of the library media specialist.	Library guidelines and procedures may have been established in the but not clearly followed by students or unknown; Scheduling for library media center is loosely used for access to resources, equipment, the facility, and/or the expertise of the library media specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for adequate access to the resources, equipment, the facility, and/or the expertise of the library media specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for optimal access to the resources, equipment, the facility, and/or the expertise of the library media specialist with students assuming increasing responsibility for their operation.
<b>2d Supporting Positive Student Behavior</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>

<b>(AASL Standards: Inquire, Collaborate, Engage, Include, Explore)</b>				
<b>Expectations for the Learning Community:</b> Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.	There are no clear expectations and/or negative behavior is not addressed.	There are expectations established to promote positive behavior but with uneven success.	Expectations have been successfully established and agreed upon.	Students play an active role in establishing and maintaining expectations, with regular opportunities for critical reflection both individually and as a group.
<b>Modeling and Teaching Habits of Character:</b> library media specialists model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.	There is no explicit modeling or teaching of habits of character.	Habits of character are modeled or taught but with uneven success.	Habits of character are modeled, explicitly taught, and reinforced to promote learning, ethical behavior, and citizenship.	Students take initiative in explicitly discussing and reinforcing habits of character that contribute to a safe and productive learning environment.
<b>Self-Monitoring and Collective Responsibility:</b> Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.	Students take no responsibility for their own behavior and do not display awareness of their impact on others.	The library media specialist encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success.	Students successfully monitor their own behavior and attend to their impact on other students.	Students successfully monitor their own behavior and appropriately support one another in demonstrating positive behavior.
<b>2e Organizing Spaces for Learning</b> <b>(AASL Standards: Include, Collaborate, Curate, Inquire, Explore)</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Safety and Accessibility:</b> The learning space is safe and accessible to all students and is modified if necessary by students or library media specialists to accommodate individual student needs.	The space endangers student safety or is not accessible to all students.	The space is generally safe and accessible with some issues that need to be addressed.	The space is safe and accessible to all students.	Modifications are made to the environment as necessary by students and library media specialists to accommodate individual needs.
<b>Design for Learning and Development:</b> The learning space is thoughtfully designed and adjusted as necessary to support and facilitate learning activities.	The design of the space is an impediment to learning and development.	The design of the space is not an impediment to learning but does not enhance it.	The design of the space supports student learning and development and is appropriate for the goals and activities.	The design of the space optimizes learning and development and is appropriately adjusted to align to goals and activities.
<b>Domain 3 Learning Experiences</b>				
<b>3a Communicating About Purpose and Content</b> <b>(AASL Standards: Inquire, Engage, Collaborate, Include)</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Purpose for Learning and Criteria for Success:</b> library media specialists communicate the goals and objectives of learning activities and outline an	The library media specialist does not convey to students what they will be learning.	The library media specialist partially explains the purpose of learning but with little elaboration or specificity.	The library media specialist clearly explains what students will be learning and why, how it is situated within broader	Students are able to explain the purpose and value of what they are learning and connect it to broader purposes,



instructional pathway for students to meet the established criteria for success.			purposes, how they will learn it, and what success will look like.	both within the curriculum and their own lives.
<b>Specific Expectations:</b> Student actions during each step of learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout.	The library media specialist's unclear or incomplete explanation of the learning activities hinders student engagement.	Expectations for the learning activities are somewhat clear to students.	The library media specialist clearly explains and models, if appropriate, the learning activities, consistently supporting and reinforcing student engagement.	The library media specialist and students anticipate and address possible challenges within the learning activities; students use or suggest other strategies, approaches, or processes for learning.
<b>Explanations of Content:</b> Content knowledge is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student understanding.	The library media specialist makes significant content errors or fails to provide clear explanations, affecting student understanding of the content.	The library media specialist makes minor content errors or provides explanations of the content that are somewhat confusing and only invite minimal participation or engagement by students.	The library media specialist's explanations of content are accurate, appropriately scaffolded, and relevant to the experiences of students; content is explained in multiple, engaging ways to support conceptual understanding.	Students discuss and explain content clearly and precisely; their communication about content and its application demonstrate critical thinking, curiosity, and understanding of its purpose and relevance.
<b>Use of Academic Language:</b> Verbal and written content-related language used by library media specialists and students is academically rigorous, accurate, and subject and grade appropriate.	The library media specialist's communications include incorrect or imprecise use of academic language.	The library media specialist's use of academic language is generally correct but may need further explanation or be too simplistic to support student learning.	The library media specialist's content-specific language and vocabulary are accurate, academically rigorous, and well-suited to students and lessons, providing a model to support student development.	Rich and rigorous language and vocabulary are consistently and effectively used by the library media specialist and students.
<b>3b Using Questioning and Discussion Techniques</b> (AASL Standards: Inquire, Collaborate, Engage)	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Critical Thinking and Deeper Learning:</b> Questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding of content, themselves, and the larger world.	Questioning and discussion do not invite student thinking, are of low cognitive challenge, and often have a single correct response.	The library media specialist frames questions to promote critical thinking and deeper understanding but with uneven success.	Open-ended and higher-level questions and genuine discussions allow students to think critically and offer multiple perspectives, challenging them to deepen understanding.	Students initiate higher-order questions and extend discussions with confidence, applying and developing critical thinking, curiosity, and deeper understanding.
<b>Reasoning and Reflection:</b> Questions and discussions challenge students to reason, reflect on learning, justify their thinking, and generate ideas for future inquiry.	Questioning and discussion do not invite or require students to explain their thinking.	Questioning and discussion invite students to explain their thinking and reflect on their learning, but students are only somewhat successful at doing so.	Through questioning and discussion, students have the opportunity to reason, reflect on learning, and justify their thinking, and successfully do so.	Students use questions and discussions to challenge one another's thinking with respect and humility, successfully justify their reasoning, and collaboratively generate new ideas and lines of inquiry.

<b>Student Participation:</b> Students demonstrate curiosity and engage one another through questions and dialogue, challenging each other's thinking with respect and humility.	Questions and discussions are between library media specialists and select students; students do not engage in dialogue with one another or ask each other questions.	The library media specialist calls on many students or invites them to respond directly to one another, but only some students answer or participate in the discussion.	The library media specialist successfully engages students in discussion; students actively participate and ask questions of one another.	Students formulate questions, initiate discussion, and assume responsibility for ensuring that all voices are heard.
<b>3c Engaging Students in Learning</b> (AASL Standards: Inquire, Explore, Collaborate, Curate, Engage)	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Rich Learning Experiences:</b> Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.	Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach.	Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches.	All students engage in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and students explain their thinking.	Through choices provided by the library media specialist or their own initiative, students modify learning tasks to make them more meaningful or challenging.
<b>Collaboration and Teamwork:</b> Student collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.	Students do not collaborate, they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task.	Students collaborate during the lesson in ways that are mostly suitable to the activities and outcomes and partially support learning for each student; they work well together during group activities.	Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated.	Students take initiative to collaborate in new or unplanned ways that further their learning; they actively serve as resources for one another and focus on making their learning more engaging and meaningful.
<b>Use of Instructional Materials and Resources:</b> Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.	Instructional materials and resources are not used correctly or effectively by the students, are not supportive of their learning, and/or are not equitably available.	Instructional materials and resources are used by the students with some success to support learning, and students have equitable access to them.	Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content; they are varied and used to support equitable access to the content.	Students take initiative in using instructional materials and resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging.
<b>Opportunities for Thinking and Reflection:</b> Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.	The pace of the lesson is too slow or is rushed, or opportunities for thought and reflection are poorly implemented; students do not have time to reflect or consolidate understanding.	The pacing of the lesson provides opportunities for some thought and reflection, allowing students to engage and develop understanding.	The pacing of the lesson supports high levels of intellectual engagement and deeper learning; students have multiple and effective opportunities to think, reflect, and consolidate understanding.	Through opportunities provided by the library media specialist or their own initiative, students demonstrate autonomy and effective use of strategies for reflection; they are able to identify and advocate for their own need to engage in further processing or reflection in order to



				consolidate understanding and solidify new learning.
<b>3d Using Assessment for Learning</b> (AASL Standards: Inquire, Engage, Collaborate)	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Clear Standards for Success:</b> Collaborative goals, the characteristics of high-quality work, and the criteria established as evidence of success are clear to students and those supporting them.	The library media specialist does not share assessment criteria, describe what high-quality work looks like, or explain how students will know they are successful.	Students partially understand how they will know they are progressing successfully and how their work will be evaluated.	The standards of high-quality work and success are clear to students and provide the opportunity for self-assessment.	Students and those who support them have an active voice in establishing standards for success that are relevant and ambitious; they clearly understand how their progress is being assessed.
<b>Monitoring Student Understanding:</b> library media specialists and students are constantly monitoring learning and making use of specific strategies to elicit evidence of understanding.	The library media specialist does not determine whether students are progressing toward mastery of the goals and provides no structured opportunities for students to monitor their own progress.	The library media specialist's attempts to monitor student understanding and support self-assessment are limited or only partially effective.	The library media specialist uses questions and assessments to elicit accurate evidence of student understanding and models strategies for self-assessment, allowing students to successfully analyze their own progress toward goals.	Students take initiative to monitor their own understanding through planned tasks, assessments, and strategies of self-assessment to understand their progress, adjust, and identify new or alternative pathways and goals.
<b>Timely, Constructive Feedback:</b> High-quality feedback comes from many sources, including students; it is specific and focused on improvement.	Students receive no feedback, or the only feedback given is global or for only a few students.	The library media specialist provides some feedback, but the feedback is unclear or not oriented toward improvement or mastery.	Students receive timely, constructive feedback from the library media specialist or others that advances learning.	Students make decisions and assume responsibility for their learning using high-quality, improvement-focused feedback from many sources.
<b>3e Responding Flexibly to Student Needs</b> (AASL Standards: Collaborate, Include, Explore, Engage)	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Evidence-Based Adjustments:</b> When appropriate, library media specialists use their expertise to alter or replace pre-planned activities based on students' understanding, questions, and interests.	The library media specialist does not recognize, or ignores, evidence of low engagement or lack of student understanding.	The library media specialist attempts to adjust learning experiences based on evidence but is only partially successful.	The library media specialist effectively adjusts learning experiences based on real-time evidence and students' individual and specific needs.	Students voice their needs and assume responsibility for their own learning by making necessary adjustments to the learning experiences with the support and encouragement of the library media specialist.
<b>Receptiveness and Responsiveness:</b> library media specialists are open to and capitalize upon unexpected student actions, questions, and internal and external events; they encourage and support students	The library media specialist brushes aside or does not fully address students' questions or difficulties.	The library media specialist attempts to incorporate students' questions and respond to their interests but only minimally or with limited success.	The library media specialist incorporates students' interests and questions into learning experiences to deepen understanding and	Students identify new learning opportunities and take the initiative to pursue them on their own, with their peers, or with the support of the library media specialist

to pursue new learning and opportunities on their own.			encourage curiosity and autonomy.	or others in the school and beyond.
<b>Determination and Persistence:</b> library media specialists are committed to efficacy, even when students encounter difficulty in learning, and pursue alternative approaches when necessary to help students be successful.	The library media specialist does not convey a level of responsibility for student learning and success or is uncertain about how to assist students.	The library media specialist conveys responsibility and commitment to efficacy but lacks certainty or is only partially successful in responding to student difficulties.	Drawing on a broad repertoire of strategies, the library media specialist persists in seeking alternative approaches and pathways when students experience difficulty.	Students demonstrate determination and persistence when they experience difficulties; they seek and receive effective support from the library media specialist and others.
<b><i>Domain 4 Principled Teaching</i></b>				
<b>4a Engaging in Reflective Practice</b> (AASL Standards: Inquire)	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Self-Assessment of Teaching:</b> library media specialists use evidence from activities and assessments to identify the impact of different elements of practice on student learning and evaluate the success of learning experiences.	The library media specialist does not reflect on experiences or draws inaccurate or incomplete conclusions about their success.	The library media specialist has a partially accurate but incomplete sense about whether or not instructional practices were successful or had the desired impact on student learning and development.	The library media specialist draws on evidence from the lesson, including student work, to assess the effectiveness of specific elements of instruction and their impact on student learning and development.	The library media specialist's assessment of the lesson is based on multiple sources of evidence, leads to a thoughtful and accurate analysis of practice, and addresses the specific impact of the design or execution of elements of instruction on student learning and development.
<b>Analysis and Discovery:</b> Based on their self-assessment, library media specialists consider alternative approaches or perspectives, question their own ideas or beliefs, and learn new ways to further advance student learning.	The library media specialist does not or is unable to analyze their impact on student success and/or makes no suggestions for growth or improvement.	The library media specialist analyzes some aspects of their practice but may not consider alternative approaches, recognize the impact of their own mindsets or beliefs, and/or be willing to explore new strategies or ideas.	The library media specialist analyzes the impact of their own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning.	The library media specialist critically analyzes the impact of practices, values, and beliefs on student learning and consistently focuses on acquiring new knowledge and skills to enhance learning, prioritizing improvement for students who need it the most.
<b>Application and Continuous Improvement:</b> library media specialists demonstrate commitment to the success of each student by planning, practicing, and trying new approaches to enhance their teaching based on their assessment and analysis.	The library media specialist does not plan for or consider opportunities to improve practice.	Based on reflection, the library media specialist has some plans for future action that will better support student learning and development.	Based on reflection, the library media specialist considers multiple paths forward; communicates a commitment to the success of all students; and plans, practices, and implements improvements.	Based on reflection, the library media specialist focuses on the best course of action for student success, demonstrates perseverance in the face of challenges, implements new ideas and strategies and continues to reflect on and analyze the results.
<b>4b Documenting Student Progress</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>

(AASL Standards: Curate, Inquire, Engage)				
<b>Student Progress Toward Mastery:</b> The library media specialist documents student progress toward learning and developmental goals and shares information with students, parents, and educational collaborators.	The library media specialist does not adequately track student progress or the approach is not focused on mastery or aligned to goals.	The library media specialist tracks student progress toward mastery but it is not comprehensive or may not be useful to students and those who support them.	There is a clear system for tracking progress toward mastery and the library media specialist communicates understandable and useful information to students and those who support them.	Students are consistently aware of their own progress toward mastery of their goals; they are able to identify, reflect on, and discuss their strengths and needs based on clear evidence of progress.
<b>Shared Ownership:</b> With support from library media specialists, students utilize resources to monitor their progress toward learning and developmental goals and regularly analyze and discuss their progress with library media specialists and caregivers.	The library media specialist does not engage students or those who support them in setting, understanding, or monitoring progress toward goals.	The library media specialist makes attempts to engage students and those who support them in identifying goals and monitoring progress toward them, with partial success.	The library media specialist engages students and those who support them in setting and monitoring their progress toward their goals; students play an active role in analyzing and celebrating their success.	Students and those who support them are engaged as full partners in setting goals, monitoring progress, and evaluating and celebrating success.
<b>Maintaining Reliable Records:</b> The library media specialist consistently gathers, updates, and shares data (i.e. student grades, catalog data, circulation data, inventory, etc.) that is accurate, accessible, and clear to students and families.	The library media specialist does not have systems for tracking student learning or other records, or the systems are inaccurate, confusing, or inaccessible.	The library media specialist has systems for tracking student learning and other records that are accessible to students and those who support them, but they are partially inaccurate or may not be comprehensive.	The library media specialist has accurate and accessible systems for tracking student learning and other records; they use these systems efficiently and effectively.	Library media specialists maintain accurate, current, and easily accessible records such as a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use. Media specialists' systems are consistently accurate and effective; as appropriate.
<b>4c Engaging Families and Communities</b> (AASL Standards: Engage, Collaborate, Include)	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Respect and Cultural Competence:</b> library media specialists interact with families and the community in ways that respect their values and cultural backgrounds.	The library media specialist is unable to engage families or does so in ways that are disrespectful or demonstrate bias.	The library media specialist's efforts to engage families and communities are respectful and demonstrate some cultural awareness and a commitment to learn more.	The library media specialist engages families and communities with respect and cultural awareness, learning and affirming their values and cultural backgrounds.	The library media specialist, students, and families partner together to support student success in a manner that honors the contributions of all and focuses on meeting the needs of students.
<b>Community Values:</b> Learning experiences and environments are extensions of the community and uphold its values, creating a shared vision of student success.	The library media specialist does not take the values of families into account when planning learning experiences or designing learning environments.	The library media specialist makes some efforts to engage families and communities in contributing to the ethos and values of the learning community.	The library media specialist engages families in co-creating elements of the learning community that reflect the values of the larger community.	The library media specialist, students, and families partner together to establish a learning community that honors the ethos and values of all members.

<b>Instructional Program:</b> Established structures and processes keep families informed about the instructional program and provide opportunities for input and feedback.	Little or no information about the standards, curriculum, or learning expectations is available to parents.	The library media specialist shares basic information about the standards, curriculum, or learning expectations; the information is limited, inaccessible, or incomplete.	The library media specialist frequently shares accessible, informative updates about the standards, curriculum, and/or learning expectations, and fosters a love of life-long reading and seeks input from families.	The library media specialist partners with families to ensure that everyone who supports students understands the instructional program and has opportunities to engage thoughtfully in its development.
<b>Engagement in Learning Experiences:</b> library media specialists connect students' out-of-school learning and lives to their efforts in school and take the lead in forming partnerships and relationships to strengthen those connections.	The library media specialist provides no opportunities for families to engage in learning experiences with students.	The library media specialist invites families to engage in learning experiences with students but with limited success.	The library media specialist includes families/caregivers in learning experiences by creating opportunities for them to support students and engage in the learning community and library community.	The library media specialist views and incorporates families as essential partners in learning experiences.
<b>4d Contributing to School Community and Culture</b> (AASL Standards: Inquire, Explore, Curate, Include, Engage)	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Relational Trust and Collaborative Spirit:</b> library media specialists develop strong relationships with students and colleagues that support professional learning, collaboration, mutual trust, and student success.	The library media specialist's relationships with colleagues are characterized by negativity or combativeness.	The library media specialist has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues.	The library media specialist has supportive and collaborative relationships with colleagues that are built on mutual respect and trust.	The library media specialist actively builds relational trust with colleagues and models collaboration focused on student success.
<b>Culture of Inquiry and Innovation:</b> library media specialists contribute to the culture of the school by modeling school values, helping to identify underlying problems, and taking positive action toward their solution.	The library media specialist avoids activities promoting professional inquiry or only participates when required, making few or negative contributions.	The library media specialist participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success.	The library media specialist regularly and actively participates in and contributes thoughtfully to professional inquiry.	The library media specialist takes a leadership role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school.
<b>Service to the School:</b> library media specialists extend their influence beyond their classrooms by leading and contributing to school events, projects, and initiatives.	The library media specialist avoids involvement in school events, projects, and initiatives.	The library media specialist participates in school events, projects, and initiatives as expected.	The library media specialist makes a substantial contribution to school events, projects, and initiatives.	The library media specialist takes a leadership role in events, projects, and initiatives that contribute to the overall success of the school.
<b>4e Growing and Developing Professionally</b> (AASL Standards: Inquire, Explore, Collaborate, Engage)	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>

<b>Curiosity and Autonomy:</b> library media specialists identify personal and professional growth areas and independently seek opportunities to develop and refine their knowledge.	The library media specialist demonstrates little or no interest in professional learning and takes no initiative to improve.	The library media specialist engages in recommended and available professional learning opportunities and takes some initiative in seeking additional opportunities for professional growth.	The library media specialist regularly seeks out and identifies high-quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities.	The library media specialist takes a leadership role in the school, directing their own and others' learning as appropriate based on an inquiry-driven approach that prioritizes the needs of students.
<b>Developing Cultural Competence:</b> library media specialists seek knowledge regarding the students and community they serve and apply findings to their practice and development of the school culture.	The library media specialist demonstrates little or no cultural knowledge or awareness and/or assigns negative value to cultural differences.	The library media specialist has some cultural knowledge, is developing understanding of the values and beliefs of other cultures, and is beginning to engage in the reflective work necessary to become more culturally competent.	The library media specialist accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success.	The library media specialist demonstrates cultural competence, is continually assessing and developing their own knowledge and skills, and leads others in the school community to develop new approaches that value differences and address inequities.
<b>Enhancing Knowledge and Skills:</b> library media specialists work to deepen content and pedagogical knowledge and exchange new learning with colleagues.	The library media specialist does not stay current on content and pedagogical knowledge.	The library media specialist engages in activities designed specifically strengthen content and pedagogical knowledge and deeper understanding of curriculum.	The library media specialist takes initiative in deepening content knowledge and understanding the curriculum individually and in collaboration with colleagues.	The library media specialist is an expert and leader in understanding and continuously improving and refining their knowledge of content, pedagogy, and curriculum.
<b>Seeking and Acting on Feedback:</b> library media specialists seek opportunities to receive and provide feedback and work collaboratively and constructively to utilize feedback effectively.	The library media specialist resists discussing feedback on their practice or ignores feedback that is given.	The library media specialist invites, accepts, and acts on feedback given by colleagues.	The library media specialist invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.	The library media specialist takes a leadership role in the school in supporting a culture of growth and modeling a process for seeking, providing, and acting on feedback.
<b>4f Acting in Service of Students</b> (AASL Standards: Engage, Include, Collaborate)	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Acting with Care, Honesty, and Integrity:</b> library media specialists consistently model care, honesty, and integrity in interactions with students, families, and colleagues.	The library media specialist's actions are uncaring or dishonest.	The library media specialist acts honestly and with care and integrity.	The library media specialist is known for and looked to as a model of care, honesty, and integrity.	The library media specialist is a leader in the school in modeling and upholding care, honesty, and integrity, and encourages students and library media specialists to seek opportunities to develop these qualities.



<b>Ethical Decision-Making:</b> library media specialists make wise decisions, especially under challenging circumstances, that are in the best interest of students and their families.	The library media specialist makes unwise, rushed, or heated decisions or makes decisions that are self-serving.	The library media specialist seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical.	The library media specialist makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide.	The library media specialist is a leader in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning.
<b>Advocacy:</b> library media specialists are active advocates for students, their families, and colleagues and lead in acting on their behalf.	The library media specialist fails to act on behalf of students when deliberate action is warranted.	The library media specialist addresses the needs of students through their actions but may do so inconsistently or with partial success.	The library media specialist is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's and community's values, even when it may not be popular or comply with policy.	The library media specialist serves as a model of advocacy for students and acts as a leader in the school, identifying and working to change policies and practices that do not align with community values or may cause harm to students.
<b>4g: Collection Development and Maintenance (AASL Standards: Curate)</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Resource Curation:</b> Actively seeks and acquires resources that align with curriculum objectives, student interests, and information literacy needs, enhancing the quality and breadth of the library collection.	Rarely seeks or acquires resources. The collection does not align with curriculum objectives, student interests, or information literacy needs.	Occasionally seeks and acquires resources. The collection somewhat aligns with curriculum objectives, student interests, and information literacy needs, but gaps remain.	Regularly seeks and acquires resources. The collection aligns well with curriculum objectives, student interests, and information literacy needs, enhancing the library's quality and breadth.	Consistently and proactively seeks and acquires resources. The collection is exemplary, fully aligning with curriculum objectives, student interests, and information literacy needs, significantly enhancing the library's quality and breadth.
<b>Evaluation:</b> Systematically evaluates resources for currency, accuracy, diversity of perspectives, and cultural authenticity, ensuring the collection reflects the needs and backgrounds of all students.	Rarely evaluates resources. The collection lacks currency, accuracy, diversity of perspectives, and cultural authenticity, failing to reflect the needs and backgrounds of students.	Occasionally evaluates resources for currency, but some outdated materials remain in the collection; Sometimes checks the accuracy of resources, but inconsistencies and errors may still be present; Some effort to include diverse perspectives, but the collection still has noticeable gaps in representation; Beginning to consider cultural authenticity, but the collection does not yet fully reflect the diverse backgrounds of all students.	Regularly evaluates resources to ensure they are current and relevant; Consistently checks the accuracy of resources, maintaining a collection that is reliable and trustworthy; Actively includes a variety of perspectives, ensuring the collection represents multiple viewpoints; Ensures cultural authenticity, reflecting the diverse backgrounds and experiences of all students in the collection.	Consistently and systematically evaluates resources. The collection is exemplary in its currency, accuracy, diversity of perspectives, and cultural authenticity, fully reflecting the needs and backgrounds of all

<p><b>Relevance and Comprehensiveness:</b> Occasionally seeks and acquires resources. The collection somewhat aligns with curriculum objectives, student interests, and information literacy needs, but gaps remain.</p>	<p>The collection is outdated, lacks relevance, and does not support diverse learning needs. Inclusivity and equity are not considered</p>	<p>The collection is somewhat relevant and up to date but only partially supports diverse learning needs. Efforts to foster inclusivity and equity are minimal.</p>	<p>The collection is relevant, up-to-date, and supports diverse learning needs. There are clear efforts to foster a culture of inclusivity and equity.</p>	<p>The collection is highly relevant, consistently up-to-date, and comprehensively supports diverse learning needs. It actively fosters a culture of inclusivity and equity, setting a standard for others.</p>
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# Library Media Specialist Single-point Competencies

\* Adapted from the [Danielson Framework for Teaching rev. 2022](#)

## Domain 1 Planning and Preparation

**1a Applying knowledge of Content and Pedagogy** - The library media specialist's understanding of content and pedagogy support student learning of the content.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The library media specialist demonstrates knowledge of content and pedagogy through:</p> <ul style="list-style-type: none"> <li>• Demonstrates deep understanding of curriculum content and pedagogical strategies relevant to library media services.</li> <li>• Integrates content knowledge effectively to support diverse student learning needs.</li> <li>• Implements pedagogical approaches that engage students in meaningful learning experiences aligned with curriculum goals.</li> <li>• Evaluates and adapts instructional strategies based on student responses and learning outcomes.</li> <li>• Collaborates with educators to enhance curriculum delivery through effective use of library resources.</li> </ul> <p>And where the students:</p> <ul style="list-style-type: none"> <li>• Students exhibit curiosity and initiative in exploring various sources to enhance their learning.</li> <li>• They demonstrate creativity in incorporating multiple perspectives into their assignments and presentations.</li> </ul>	

### Considerations:

- How does the library media specialist's plans and presentations of content reflect understanding of prerequisite relationships among topics and concepts within the discipline?
- What are some ways the library media specialist presents content and utilizes discipline-specific learning strategies to support deeper understanding?
- In what ways does the library media specialist help students make connections between disciplines or develop cross-disciplinary skills?

**1b Knowing and Valuing Students** - The library media specialist's knowledge of students supports learning and development, and enables the library media specialist to build upon student assets.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The library media specialist demonstrates knowing and valuing his/her students by:</p> <ul style="list-style-type: none"> <li>• Understanding: The library media specialist consistently demonstrates knowledge of students' cultural backgrounds, learning preferences, and individual needs, adapting instructional strategies and library resources accordingly.</li> <li>• Support: Actively engages with students to build positive relationships and trust, creating a welcoming space where all students feel valued and supported.</li> <li>• Asset-Based Approach: Integrates students' strengths and interests into library programs and activities, promoting a sense of belonging and enhancing student engagement.</li> </ul> <p>And where the students:</p> <ul style="list-style-type: none"> <li>• Engagement: Students actively participate in library activities and utilize resources provided by the library media specialist to enhance their learning experiences.</li> <li>• Respect: Students demonstrate respect for diverse perspectives and contributions within the library community, fostering a collaborative and inclusive environment.</li> </ul>	

	<ul style="list-style-type: none"> <li>Responsibility: Students take ownership of their learning by seeking out resources, asking questions, and effectively utilizing information literacy skills promoted by the library media specialist.</li> </ul>	
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**Considerations:**

- In what ways are students' identities and cultures incorporated and reflected in learning experiences and environments?
- How does the library media specialist use his/her understanding of students' prior knowledge and experience to support individual learning?
- How are students' academic, social, and emotional assets leveraged to promote student success?
- In what ways is the library media specialist's knowledge of the learning process and learning differences reflected in planning and preparation?

**1c Setting Instructional Outcomes** - Instructional outcomes are rigorous and appropriate for students.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The library media specialist creates instructional outcomes that are rigorous and appropriate through:</p> <ul style="list-style-type: none"> <li>Clarity: The library media specialist articulates clear instructional outcomes aligned with AASL Standards, ensuring they are challenging yet achievable for students.</li> <li>Alignment: Outcomes are directly linked to curriculum goals, promoting information literacy skills, critical thinking, and collaborative learning.</li> <li>Differentiation: Instructional outcomes are tailored to meet the diverse needs of students, providing opportunities for both independent exploration and collaborative projects.</li> </ul> <p>And where the students:</p> <ul style="list-style-type: none"> <li>Engagement: Students actively engage with instructional outcomes, demonstrating curiosity and initiative in exploring resources and conducting research.</li> <li>Application: Students apply information literacy skills to achieve the stated outcomes, effectively navigating and evaluating information sources.</li> <li>Reflection: Students reflect on their learning progress, identifying strengths and areas for improvement related to the instructional outcomes set by the library media specialist.</li> </ul>	

**Considerations:**

- In what ways do instructional outcomes reflect the most relevant and valuable learning for students?
- In what ways do instructional outcomes align with grade-level standards to ensure ambitious instruction for all students?
- How are clear, specific instructional outcomes used to define the purpose of learning experiences?
- What are some examples of the library media specialist integrating academic and developmental goals to extend student learning?

**1d Using Resources Effectively** - The library media specialist's knowledge of instructional materials and other resources leads to discerning choices to support learning and development.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The library media specialists plan for effective use of resources through:</p> <ul style="list-style-type: none"> <li>Knowledge: The library media specialist demonstrates deep knowledge of instructional materials, digital resources, and information literacy tools, selecting resources that align with AASL Standards and curriculum objectives.</li> <li>Accessibility: Ensures that resources are accessible to all students, including those with diverse learning needs, and promotes equitable access to information.</li> <li>Integration: Integrates technology and multimedia resources effectively into library programs to enhance learning experiences and information literacy skills.</li> </ul> <p>And where the students:</p> <ul style="list-style-type: none"> <li>Utilization: Students effectively utilize the selected resources to explore topics, conduct research, and develop information literacy skills.</li> <li>Critical Thinking: Students critically evaluate information sources, demonstrating the ability to discern reliable and credible information.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Collaboration: Students collaborate with peers in utilizing resources and integrating information into their learning projects and presentations.</li> </ul>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>• How does the library media specialist effectively use instructional materials to meet the needs of individual students and enhance intellectual engagement?</li> <li>• In what ways do technology and digital resources enhance personalization, connection, exploration, and intellectual engagement?</li> <li>• What are some ways the library media specialist provides resources and supports for students that increase accessibility and promote student agency?</li> </ul>		
<b>1e Planning for Coherent Instruction</b> - Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.		
Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The library media specialist is effective in planning for coherent instruction by:</p> <ul style="list-style-type: none"> <li>• Alignment: The library media specialist aligns learning experiences with AASL Standards and curriculum objectives, ensuring they are challenging and relevant to student interests and abilities.</li> <li>• Differentiation: Plans activities and projects that accommodate diverse learning needs and preferences, fostering inclusivity and equity in learning opportunities.</li> <li>• Engagement: Designs learning experiences that promote active engagement, critical thinking, and collaboration among students.</li> </ul> <p>And where the students:</p> <ul style="list-style-type: none"> <li>• Engagement: Students actively participate in planned learning experiences, demonstrating curiosity and enthusiasm in exploring new topics and resources.</li> <li>• Application: Students apply knowledge and information literacy skills gained from the library media specialist's instruction to real-world situations and projects.</li> <li>• Reflection: Students reflect on their learning experiences, identifying connections between library resources and their own interests and learning goals.</li> </ul>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>• In what ways do aligned tasks and activities provide opportunities for students to meaningfully engage with content?</li> <li>• What are some ways that individualized strategies and approaches are used to support student success?</li> <li>• How does the library media specialist plan thoughtfully organized instructional groups that will build on students' strengths, encourage dialogue, and foster collaboration?</li> <li>• How are lessons and learning experiences arranged and structured to build upon and enhance student learning and autonomy?</li> </ul>		
<b>If Designing and Analyzing Assessments</b> - Assessments are planned throughout the instructional process and provide timely and valuable information to library media specialists and feedback to students.		
Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The library media specialist is effective in designing and analyzing assessments when:</p> <ul style="list-style-type: none"> <li>• Alignment: The library media specialist designs assessments that align with AASL Standards and learning objectives, measuring student understanding of information literacy skills and content knowledge.</li> <li>• Variety: Utilizes a variety of assessment methods (e.g., formative, summative, performance-based) to accommodate diverse learning styles and preferences.</li> <li>• Feedback: Provides timely and constructive feedback to students based on assessment results, guiding their understanding and application of information literacy concepts.</li> </ul> <p>And where the students:</p> <ul style="list-style-type: none"> <li>• Utilization: Students actively engage with assessments to demonstrate their understanding of information literacy skills and content knowledge.</li> <li>• Reflection: Students reflect on assessment feedback, identifying areas of strength and areas for improvement related to information literacy skills.</li> </ul>	

	<ul style="list-style-type: none"> <li>Goal Setting: Students use assessment feedback to set goals for their learning and development in collaboration with the library media specialist.</li> </ul>	
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**Considerations:**

- What are some ways that students are given opportunities to demonstrate their understanding of content?
- How are clear assessment criteria and standards developed and understood by students?
- How does the library media specialist design formative assessments that allow for adjustments to instruction and support student agency?
- How is assessment data analyzed and applied to inform instructional decision-making?

## *Domain 2 Learning Environments*

**2a Cultivating Respectful and Affirming Environments** - Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The library media specialist is effective in cultivating a respectful and affirming environment by:</p> <ul style="list-style-type: none"> <li><b>Relationships:</b> The library media specialist builds positive and supportive relationships with students, colleagues, and community members, fostering a sense of belonging in the library.</li> <li><b>Cultural Competence:</b> Demonstrates cultural competence and sensitivity, recognizing and celebrating the diversity of backgrounds and perspectives within the library community.</li> <li><b>Conflict Resolution:</b> Addresses conflicts or challenges in a constructive manner, promoting mutual respect and understanding among students and stakeholders.</li> </ul> <p>And where the students:</p> <ul style="list-style-type: none"> <li><b>Respect:</b> Students demonstrate respect for diverse perspectives, contributing to a welcoming and inclusive library environment.</li> <li><b>Collaboration:</b> Students collaborate with peers and the library media specialist, fostering a cooperative and supportive atmosphere for learning and exploration.</li> <li><b>Responsibility:</b> Students take responsibility for maintaining a positive environment, actively participating in activities that promote respect and affirmation.</li> </ul>	

**Considerations:**

- How has the library media specialist intentionally nurtured relationships with and among students?
- What evidence indicates that the students feel a sense of shared identity while also feeling celebrated as individuals?
- In what ways does the library media specialist demonstrate cultural competence in creating an inclusive learning environment?
- What are some ways that the library media specialist maintains a positive and respectful rapport while addressing and resolving student conflicts?

**2b Fostering a Culture for Learning** - The culture of the class is characterized by high expectations and supports students' learning and development.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The library media specialist is effective in fostering a culture for learning by:</p> <ul style="list-style-type: none"> <li><b>High Expectations:</b> The library media specialist sets and communicates high expectations for student achievement and information literacy skills development aligned with AASL Standards.</li> <li><b>Support:</b> Provides scaffolding and support to help students meet challenging learning objectives and goals.</li> <li><b>Motivation:</b> Encourages and motivates students to engage actively in learning, fostering a culture of curiosity and continuous improvement.</li> </ul> <p>And where students:</p>	

	<ul style="list-style-type: none"> <li>Engagement: Students actively participate in learning activities and demonstrate a commitment to achieving high standards of information literacy and academic excellence.</li> <li>Self-Advocacy: Students advocate for their learning needs and seek out resources and support from the library media specialist to enhance their understanding and skills.</li> <li>Responsibility: Students take ownership of their learning by setting goals, monitoring their progress, and reflecting on their learning experiences.</li> </ul>	
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**Considerations:**

- How does the library media specialist and students demonstrate their dedication to content mastery and personal growth?
- What evidence indicates that the library media specialist has explicitly modeled and taught the skills that allow students to successfully pursue learning?
- In what ways do students demonstrate their agency in the classroom?
- What are some ways that students and the library media specialist support and demonstrate perseverance through difficult work?

**2c Maintaining Purposeful Environments** - Shared routines and efficient procedures are largely student- directed and maximize opportunities for student learning and development.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>Library media specialists effectively maintain purposeful environments by:</p> <ul style="list-style-type: none"> <li>Facilitation: The library media specialist establishes and supports routines and procedures that are student-directed and conducive to effective library use and learning.</li> <li>Clarity: Communicates expectations clearly to students regarding routines and procedures for accessing and utilizing library resources.</li> <li>Adaptability: Adjusts routines and procedures as needed to accommodate diverse student needs and promote equitable access to library resources.</li> </ul> <p>And where students are:</p> <ul style="list-style-type: none"> <li>Independence: Students demonstrate independence in navigating library routines and procedures to access resources and engage in learning activities.</li> <li>Responsibility: Students take responsibility for maintaining a purposeful environment by adhering to established routines and procedures.</li> <li>Collaboration: Students collaborate with peers in utilizing library resources effectively and contributing to a productive learning environment.</li> </ul>	

**Considerations:**

- In what ways does the library media specialist thoughtfully and purposefully teach and utilize collaboration in the classroom?
- What evidence indicates that classroom procedures that support student responsibility and autonomy have been taught and are responsive to students' needs?
- How does the library media specialist distribute resources and supports in a way that ensures equitable access for all students?
- How does the library media specialist complete non-instructional tasks so that he/she does not take away from instructional time?

**2d Supporting Positive Student Behavior** - Students display positive behaviors, which are modeled by library media specialists and reinforced to promote reflection and recalibration rather than compliance.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>Library media specialists are effective in supporting positive student behavior by:</p> <ul style="list-style-type: none"> <li>Modeling: The library media specialist consistently models positive behaviors such as respect, collaboration, and responsibility in interactions with students and peers.</li> <li>Reinforcement: Provides constructive feedback and reinforcement to students for demonstrating positive behaviors aligned with AASL Standards and library expectations.</li> <li>Reflective Practices: Encourages students to reflect on their behaviors and adjust based on feedback, fostering a culture of continuous improvement.</li> </ul> <p>And where students:</p> <ul style="list-style-type: none"> <li>Demonstration: Students consistently demonstrate positive behaviors, including respect for library resources, collaboration with peers, and responsible use of technology.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Reflection: Students reflect on their actions and behaviors, identifying areas for improvement and actively seeking guidance from the library media specialist.</li> <li>• Recalibration: Students adjust their behaviors based on feedback and reflection, promoting self-regulation and personal growth within the library environment.</li> </ul>	
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**Considerations:**

- In what ways do students demonstrate that clear expectations have been established with their active and continued input?
- What are some ways that the library media specialist models and teaches habits of character that develop positive behavior in students?
- What evidence indicates that students monitor and reflect on their behavior and the impact it has on their classmates and their learning?

**2e Organizing Spaces for Learning** - Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The library media specialist is effective in organizing spaces for learning by:</p> <ul style="list-style-type: none"> <li>• Design: The library media specialist thoughtfully organizes physical and virtual learning spaces, considering the diverse needs and preferences of students.</li> <li>• Accessibility: Ensures that learning spaces are accessible and welcoming to all students, promoting equitable access to resources and technology.</li> <li>• Flexibility: Adapts learning spaces as needed to accommodate different learning modalities and collaborative activities, enhancing student engagement and participation.</li> </ul> <p>And where students:</p> <ul style="list-style-type: none"> <li>• Utilization: Students effectively utilize the organized learning spaces to engage in individual and collaborative learning activities.</li> <li>• Respect: Students respect the organization and arrangement of learning spaces, maintaining cleanliness and orderliness for optimal use.</li> <li>• Collaboration: Students collaborate with peers in utilizing learning spaces effectively, fostering shared learning experiences and knowledge sharing.</li> </ul>	

**Considerations:**

- How is the library media specialist and students modifying the learning space to make sure it is safe and accessible, if needed?
- What evidence indicates that the learning space has been designed specifically to suit and support the content and the students?
- In what ways is student input applied to create a sense of shared ownership over the learning space?

**Domain 3 Learning Experiences**

**3a Communicating About Purpose and Content** - Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The library media specialist is effective in community about purpose and content by:</p> <ul style="list-style-type: none"> <li>• Clarity: The library media specialist communicates the purpose and objectives of learning experiences clearly, ensuring students understand the relevance of library resources and activities.</li> <li>• Accuracy: Provides accurate information about content, resources, and expectations related to information literacy skills and AASL Standards.</li> <li>• Modeling: Models effective communication skills, including active listening, clear articulation, and respectful language use in interactions with students and colleagues.</li> </ul> <p>And where students:</p> <ul style="list-style-type: none"> <li>• Engagement: Students actively engage with learning experiences based on clear communication of purpose and content provided by the library media specialist.</li> </ul>	



	<ul style="list-style-type: none"> <li>• Understanding: Students demonstrate understanding of the purpose and objectives of library activities and resources, applying information literacy skills effectively.</li> <li>• Communication Skills: Students use effective language and communication skills in discussing and presenting their learning, reflecting the modeling by the library media specialist.</li> </ul>	
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**Considerations:**

- How do students connect to the purpose and value of learning to grow both academically and personally?
- What are some ways that students show that they understand the expectations associated with learning activities and the process of learning?
- How do students demonstrate that content has been explained in a way that enhances their understanding?
- In what ways does the library media specialist and students use rigorous and accurate academic language to build content knowledge?

**3b Using Questioning and Discussion Techniques** - Questioning and discussion, framed or led by the library media specialist and students, effectively support critical thinking, reasoning, and reflection.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The library media specialist effectively uses questioning and discussion techniques by:</p> <ul style="list-style-type: none"> <li>• Effective Questioning: The library media specialist uses probing questions that promote critical thinking, inquiry, and deeper understanding of information literacy skills and AASL Standards.</li> <li>• Facilitation: Guides discussions that encourage active participation, respectful dialogue, and diverse perspectives among students.</li> <li>• Reflection: Incorporates opportunities for students to reflect on their learning and articulate connections between information sources and their own experiences or inquiries.</li> </ul> <p>And where students:</p> <ul style="list-style-type: none"> <li>• Engagement: Students actively participate in discussions and respond thoughtfully to questions posed by the library media specialist and peers.</li> <li>• Critical Thinking: Students demonstrate critical thinking skills by analyzing information, evaluating sources, and drawing conclusions based on evidence presented in discussions.</li> <li>• Collaboration: Students collaborate effectively with peers in discussing and exploring information literacy concepts, contributing to meaningful dialogue and shared understanding.</li> </ul>	

**Considerations:**

- How do students demonstrate that questioning and discussion is helping them to think critically and deepen their understanding?
- How does questioning and discussion challenge students to justify their reasoning and reflect on their learning?
- In what ways do students respectfully and productively engage each other in dialogue?

**3c Engaging Students in Learning** - Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The library media specialist effectively engages students by:</p> <ul style="list-style-type: none"> <li>• Curiosity and Exploration: Designs learning experiences that spark curiosity and encourage students to explore diverse topics and resources related to information literacy and AASL Standards.</li> <li>• Higher-Order Thinking: Promotes activities that require students to engage in critical thinking, problem-solving, and synthesis of information.</li> <li>• Multiple Means of Representation: Provides opportunities for students to represent their ideas and responses using various media and formats, accommodating diverse learning styles and preferences.</li> </ul> <p>And where students:</p>	



	<ul style="list-style-type: none"> <li>Curiosity and Engagement: Students demonstrate curiosity and actively engage in learning experiences facilitated by the library media specialist.</li> <li>Higher-Order Thinking: Students apply higher-order thinking skills, such as analysis, evaluation, and synthesis, in exploring information literacy concepts and resources.</li> <li>Creative Expression: Students effectively communicate their ideas and responses through multiple means, including written, visual, and oral formats, reflecting on their learning experiences.</li> </ul>	
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**Considerations:**

- How do students demonstrate agency in making learning tasks more engaging and meaningful?
- What are some ways the library media specialist ensures that student collaboration is utilized to deepen understanding and further learning?
- In what ways are instructional materials and resources used to support deep learning by all students?
- What evidence indicates that the lesson is structured to allow students multiple meaningful opportunities to think and consolidate understanding?

**3d Using Assessment for Learning** - The library media specialist and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The library media specialist is effective in using assessment for learning when he/she:</p> <ul style="list-style-type: none"> <li>Formative Assessment: Designs and implements formative assessments that align with information literacy skills and AASL Standards, providing ongoing feedback to guide student learning.</li> <li>Analysis: Analyzes assessment data to monitor student progress, identify areas of strength and growth, and adjust instructional strategies accordingly.</li> <li>Feedback: Provides timely and constructive feedback to students based on assessment results, supporting their understanding and application of information literacy concepts.</li> </ul> <p>And where students:</p> <ul style="list-style-type: none"> <li>Engagement: Actively participates in formative assessments to demonstrate understanding and apply information literacy skills.</li> <li>Reflection: Reflects on assessment feedback, identifying areas for improvement and setting goals for further learning and development.</li> <li>Self-Regulation: Uses assessment data to monitor personal progress, adjust learning strategies, and seek additional support as needed.</li> </ul>	

**Considerations:**

- In what ways does the library media specialist establish and clearly communicate the standards for high-quality work?
- What evidence indicates that students monitor their own understanding to analyze their progress toward learning goals?
- How do students receive and utilize high quality feedback to advance their learning?

**3e Responding Flexibly to Student Needs** - The library media specialist's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The library media specialist is effective in responding flexibly to student needs by:</p> <ul style="list-style-type: none"> <li>Differentiation: Adjusts instructional strategies, resources, and support to accommodate diverse learning needs and preferences, ensuring equitable access to information literacy skills and AASL Standards.</li> <li>Flexibility: Responds promptly and effectively to student inquiries, interests, and challenges, fostering personalized learning experiences.</li> <li>Innovation: Introduces new approaches or resources that enhance student engagement and deepen understanding of information literacy concepts.</li> </ul> <p>And where students:</p>	

	<ul style="list-style-type: none"> <li>Engagement: Students actively engage with personalized learning experiences facilitated by the library media specialist, demonstrating curiosity and enthusiasm.</li> <li>Understanding: Students achieve deeper understanding of information literacy skills and concepts through personalized adjustments and responsive support.</li> <li>Ownership: Takes ownership of their learning by advocating for personal interests, seeking guidance, and adapting strategies based on feedback from the library media specialist.</li> </ul>	
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**Considerations:**

- What evidence indicates that library media specialists make real-time adjustments to learning activities to suit students' individual needs?
- In what ways do library media specialists incorporate students' questions and interests into the learning experience to deepen understanding and support curiosity?
- What are some ways that library media specialists and students demonstrate a commitment to success when they experience difficulties?

***Domain 4 Principled Teaching***

**4a Engaging in Reflective Practice** - The library media specialist's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The library media specialist's reflective practice is effective when he/she:</p> <ul style="list-style-type: none"> <li>Evidence-Based Reflection: Reflects on evidence of student learning and development, including assessment data and observations, to assess the effectiveness of instructional strategies.</li> <li>Analysis: Analyzes the impact of instructional decisions on student outcomes, identifying areas of success and areas for improvement related to information literacy skills and AASL Standards.</li> <li>Action: Implements specific changes and adjustments based on reflection and analysis, adapting instructional practices to better meet student needs and enhance learning experiences.</li> </ul>	

**Considerations:**

- How does the library media specialist utilize multiple sources of evidence to analyze their practice and the effectiveness of his/her instruction?
- What evidence indicates that the library media specialist utilizes the results of self-assessment to guide the purposeful acquisition of new knowledge and skills?
- In what ways does the library media specialist utilize self-reflection and new ideas to demonstrate a personal commitment to continuous improvement?

**4b Documenting Student Progress** - The library media specialist documents student progress toward mastery, focusing on the attainment of learning and developmental goals; students have access to and engage in reflection on their progress.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The library media specialist is effective in documenting student progress when:</p> <ul style="list-style-type: none"> <li>Documentation: Maintains accurate records and documentation of student progress related to information literacy skills and AASL Standards, including assessments, projects, and reflections.</li> <li>Goal Setting: Collaborates with students to set clear learning and developmental goals, aligning with curriculum objectives and individual student needs.</li> <li>Feedback: Provides ongoing feedback and updates on student progress, facilitating reflection and adjustment of goals and strategies as needed.</li> </ul> <p>And when students:</p>	

	<ul style="list-style-type: none"> <li>• Access: Students have access to their documented progress and assessments, enabling them to monitor their own growth and understanding.</li> <li>• Reflection: Engages in reflective practices to assess their own progress toward learning goals, identifying strengths and areas for improvement.</li> <li>• Goal Alignment: Aligns personal learning goals with documented progress and feedback from the library media specialist, taking ownership of their learning journey.</li> </ul>	
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**Considerations:**

- What evidence indicates that there is a clear system used by students and the library media specialist to track mastery of learning goals?
- How does the library media specialist, students, and those that support them share responsibility and ownership of student progress?
- In what ways does the library media specialist ensure that records are created and maintained in a reliable, accurate, and accessible fashion?

**4c Engaging Families and Communities** - The library media specialist engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the classroom.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The library media specialist effectively in engages families and communities by:</p> <ul style="list-style-type: none"> <li>• Communication: Communicates effectively with students' families and community members, ensuring information about library resources, programs, and student progress is accessible and understandable.</li> <li>• Respectful Engagement: Engages families and community stakeholders in a culturally responsive manner, respecting diverse backgrounds, languages, and perspectives.</li> <li>• Participation: Actively invites and encourages families and community members to participate in library activities, events, and discussions related to information literacy and AASL Standards.</li> </ul>	

**Considerations:**

- In what ways does the library media specialist's interactions demonstrate his/her respect for the values of students' families and the local community?
- How is the vision for student success shaped and informed by the values of the community?
- What evidence indicates that structures are in place and consistently utilized to keep families informed and collect their input and feedback?
- How does the library media specialist connect to students' lived experiences to tailor and deepen engagement in learning experiences?

**4d Contributing to School Community and Culture** - The library media specialist takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The library media specialist effectively contributes to the school community and culture by:</p> <ul style="list-style-type: none"> <li>• Initiative: Takes proactive steps to contribute to the school community by organizing or participating in events, programs, or activities that enhance the culture of learning.</li> <li>• Leadership: Demonstrates leadership in promoting information literacy skills and AASL Standards through innovative programs and initiatives.</li> <li>• Modeling School Values: Models and promotes the values of the school community, such as respect, collaboration, and lifelong learning, through actions and interactions with students and colleagues.</li> </ul>	

**Considerations:**

- What evidence indicates that the library media specialist has developed strong relationships that build relational trust with students and colleagues?
- In what ways does the library media specialist model a culture of thoughtful, generative professional inquiry?

- What are some ways that the library media specialist leads in developing and implementing school events, projects, and initiatives for students and colleagues?

**4e Growing and Developing Professionally** - The library media specialist directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The library media specialist is effective in growing and developing professionally when he/she:</p> <ul style="list-style-type: none"> <li>• Professional Inquiry: Actively engages in professional inquiry to deepen understanding of current trends, research, and best practices related to information literacy and AASL Standards.</li> <li>• Collaboration: Collaborates with colleagues to share expertise, explore new ideas, and develop innovative strategies for enhancing library services and student learning.</li> <li>• Curiosity and Growth: Demonstrates curiosity and enthusiasm for professional development, participating in conferences, workshops, and discussions to expand knowledge, skills, and mindsets.</li> </ul>	

**Considerations:**

- What evidence indicates that the library media specialist respects cultural differences and works to develop and demonstrate cultural competence?
- How does the library media specialist identify opportunities for growth to help them better meet the needs of students?
- In what ways does the library media specialist demonstrate initiative toward refining their skills and content knowledge?
- What are some ways that the library media specialist shows a commitment to seeking and utilizing high-quality feedback?

**4f Acting in Service of Students** - The library media specialist models high standards of ethical practice and wise decision-making on behalf of students, families, and colleagues.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The library media specialist is effective in acting in service of students when he/she:</p> <ul style="list-style-type: none"> <li>• Ethical Practice: Demonstrates integrity and ethical behavior in all interactions with students, families, and colleagues, adhering to professional standards and guidelines.</li> <li>• Decision-Making: Makes informed and thoughtful decisions that prioritize the well-being and educational needs of students, considering diverse perspectives and ethical implications.</li> <li>• Advocacy: Advocates for students' rights and equitable access to information resources, promoting a safe, inclusive, and supportive learning environment.</li> </ul>	

**Considerations:**

- What evidence indicates that the library media specialist models care, honesty, and integrity and takes the lead in developing and encouraging others to develop these qualities?
- In what ways does the library media specialist ensure that the decisions he/she makes is in the best interest of students, families, and colleagues?
- How does the library media specialist model and take the lead in advocating for students, families, and colleagues?

**4g: Collection Development and Maintenance** - The Library Media Specialist frequently adds to and refine a personal collection of resources to support individual learning needs and interests as well as regularly evaluates collections for currency, accuracy, diversity, and cultural authenticity to ensure relevance and comprehensiveness.

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The library media specialist is effective in acting in service of students when he/she:</p> <ul style="list-style-type: none"> <li>• Resource Curation: Actively seeks and acquires resources that align with curriculum objectives, student interests, and information literacy needs, enhancing the quality and breadth of the library collection.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Evaluation: Systematically evaluates resources for currency, accuracy, diversity of perspectives, and cultural authenticity, ensuring the collection reflects the needs and backgrounds of all students.</li> <li>• Relevance and Comprehensiveness: Maintains a collection that is relevant, up-to-date, and comprehensive, supporting diverse learning needs and fostering a culture of inclusivity and equity.</li> </ul>	
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**Considerations:**

- Do the resources acquired reflect a balance of student interests and curriculum requirements?
- How does each new resource contribute to the overall diversity and inclusivity of the collection?
- Are resources regularly assessed for accuracy and relevance to current information?
- How does the collection represent diverse viewpoints and cultural perspectives?
- How well does the collection meet the educational needs and interests of the entire student population?
- In what ways does the collection promote equity and accessibility for all students?

# School Counseling Rubric

Adapted from [CT Comprehensive K-12 School Counseling Framework](#)

<b>Domain 1: Academic</b> This domain focuses on the school counselors' understanding, skills, and habits of mind to ensure effective student learning and success in a school setting and understanding the relationship between academics to their community and lifelong learning.				
Professional Foundation	Below Standard	Developing	Effective	Distinguished
<b>Apply developmental, learning, counseling, and education theories:</b> School counselors use current evidence-based counseling theories and techniques that are effective in a school setting to promote academic success.	Fails to apply counseling theories and techniques to promote academic success. Techniques are lacking or ineffective.	Somewhat apply counseling theories and techniques to promote academic success, but techniques may be limited or less effective.	Applies established and emerging evidence-based counseling theories and techniques to promote academic success in individual, small-group, classroom, and large-group settings.	Demonstrates a comprehensive understanding and mastery of established and emerging evidence-based counseling theories and techniques. Seamlessly integrates them to promote academic success in individual, small-group, classroom, and large-group settings.
<b>Apply school counseling professional standards and competencies:</b> School counselors use current best practices in school counseling research to advocate for systemic change involving academic success.	Demonstrates little to no impact or a negative impact on academic success as a result of systemic change efforts.	Shows some initial impacts or potential positive changes resulting from systemic change efforts, but impacts are inconsistent or not well-documented.	Demonstrates measurable positive impacts on academic success resulting from systemic change efforts, supported by evidence and data analysis.	Achieves significant and sustainable improvements in academic success evidenced by comprehensive data analysis and widespread recognition of success.
Delivery	Below Standard	Developing	Effective	Distinguished
<b>Demonstrate advocacy for a school counseling program:</b> School counselors use data-driven decision-making to plan and implement a school counseling program to enhance student academic success in alignment with the school and district goals.	Does not use data or misinterprets data to demonstrate when implementing a school counseling program.	Uses limited data or provides superficial analysis when implementing a school counseling program	Uses data effectively to demonstrate a clear need for implementing a school counseling program in areas such as course enrollment, equity, access, and opportunity gaps.	Uses sophisticated data analysis to compellingly demonstrate the need for comprehensive systemic change across multiple domains affecting student success when implementing a school counseling program.
<b>Provide appraisal and advisement in large-group, classroom, small-group, and individual settings:</b> School counselors support students in developing short and long-term goals to promote a connection between their academic performance and their self-development.	The counselor provides minimal or inconsistent support in helping students develop goals that link academic performance with self-development. There is little to no guidance or encouragement offered to students in this area.	The counselor occasionally assists students in setting goals related to academic performance and self-development, but the support lacks depth and consistency. The goals set may not always be fully aligned with students'	The counselor consistently supports students in setting clear short and long-term goals that effectively connect academic performance with self-development. There is evidence of thoughtful guidance and encouragement that helps students understand the	The counselor excels in providing exemplary support and advisement to students in developing ambitious and meaningful goals that seamlessly integrate academic performance with comprehensive self-development strategies. Goals are personalized and reflective of deep insight into students' unique needs.



		overall development needs.	importance of these connections.	
<b>Consult to support student achievement and success:</b> School counselors collaborate with school staff, administrators, and community members to encourage academic success for all students.	The counselor demonstrates limited or inconsistent collaboration with school staff, administrators, and community members to promote academic success for students. There is little evidence of effective partnerships or shared efforts.	The counselor occasionally collaborates with school staff, administrators, and community members to support academic success for students, but the collaboration lacks depth and consistency. Efforts may not always result in tangible benefits or outcomes for students.	The counselor consistently engages in productive collaboration with school staff, administrators, and community members to foster academic success for all students. There is evidence of effective communication, joint planning, and shared initiatives that positively impact student outcomes.	The counselor excels in establishing and maintaining exemplary partnerships with school staff, administrators, and community members to promote academic success for all students. Collaborative efforts are innovative, strategic, and transformative, leading to substantial improvements in student achievement and overall school culture.
<b>Ethical Decision Making</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Demonstrate an understanding of the impact of cultural, social, and environmental influences on student success and opportunities:</b> School counselors demonstrate knowledge and respect of differences in customs, communications, traditions, values, and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability, and other factors.	The counselor demonstrates limited understanding and respect for differences in customs, communications, traditions, values, and other traits among students. There is little evidence of efforts to apply this understanding to support student success.	The counselor shows some awareness and respect for differences in customs, communications, traditions, values, and other traits among students. However, the application of this knowledge to support student success is inconsistent or superficial.	The counselor consistently demonstrates a solid understanding and respect for differences in customs, communications, traditions, values, and other traits among students. There is evidence of efforts to apply this understanding to support student success and opportunities effectively.	The counselor excels in demonstrating a deep understanding, as well as profound respect, for differences in customs, communications, traditions, values, and other traits among students. This understanding is integrated into all aspects of their practice, resulting in significant positive impacts on student success and opportunities.
<b>Domain 2: Career</b> This domain focuses on the school counselors' understanding, skills, and habits of mind that enable students to build awareness, explore, and prepare to make career decisions post-high school and across the lifespan				
<b>Professional Foundation</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Apply developmental, learning, counseling, and education theories:</b> School counselors use career development theories to promote and support students through developmentally and age-appropriate career exploration.	Fails to apply counseling theories and techniques to promote career development., Techniques are lacking or ineffective.	Somewhat apply counseling theories and techniques to promote career development, but techniques may be limited or less effective.	Applies established and emerging evidence-based counseling theories and techniques to promote career development in individual, small-group, classroom, and large-group settings.	Demonstrates a comprehensive understanding and mastery of established and emerging evidence-based counseling theories and techniques. Seamlessly integrates them to promote career development in individual, small-group, classroom, and large-group settings.



<p><b>Apply school counseling professional standards and competencies:</b> School counselors have an awareness of the professional mindset and behaviors needed to help students explore their interests and personal strengths in relation to career interests.</p>	<p>The counselor demonstrates limited awareness of the professional mindset and behaviors required to effectively help students explore their interests and personal strengths in relation to career interests. There is little evidence of using appropriate strategies or resources to support students in this area.</p>	<p>The counselor shows some awareness of the professional mindset and behaviors needed to assist students in exploring their interests and personal strengths related to career interests. However, the application of these skills may be inconsistent or not fully aligned with best practices.</p>	<p>The counselor consistently demonstrates a good understanding of the professional mindset and behaviors required to support students in exploring their interests and personal strengths in relation to career interests. There is evidence of using appropriate strategies and resources effectively.</p>	<p>The counselor excels in demonstrating a deep and comprehensive understanding of the professional mindset and behaviors essential for helping students explore their interests and personal strengths in relation to career interests. Their approach is highly effective, innovative, and consistently leads to meaningful outcomes for students.</p>
<b>Delivery</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<p><b>Design and implement instruction aligned to ASCA Student Standards: Mindsets &amp; Behaviors for Student Success in large-group, classroom, small-group, and individual settings:</b> School counselors will support students using different technologies, provide access to individual assessments, and advise students on the variety of postsecondary pathways aligned to their school counseling program.</p>	<p>The counselor offers limited guidance on postsecondary pathways aligned with the school counseling program. There is little evidence of tailored advice or support. Technological tools are underutilized or not effectively integrated into counseling practices.</p>	<p>The counselor provides basic advice on postsecondary pathways, but the guidance may lack depth or may not be fully aligned with the comprehensive goals of the school counseling program. The counselor occasionally uses technologies to support students, but the use lacks consistency or may not fully capitalize on available tools for counseling purposes.</p>	<p>The counselor provides comprehensive and well-informed advice on a variety of postsecondary pathways aligned with the school counseling program. Guidance is personalized and supports students in making informed decisions about their future. The counselor effectively integrates a variety of technologies to support students in exploring postsecondary pathways. Technological tools are used strategically to enhance counseling practices and student engagement.</p>	<p>The counselor demonstrates exemplary expertise in advising students on a wide range of postsecondary pathways that align with the school counseling program. Guidance is highly personalized, innovative, and consistently leads to successful outcomes for students. Technological tools are seamlessly integrated into counseling practices to enhance student learning and engagement.</p>
<p><b>Demonstrate advocacy for a school counseling program:</b> School counselors advocate for all students to have access to college and career post-secondary planning and support the students' decisions toward their postsecondary goals.</p>	<p>The counselor demonstrates limited advocacy for students to have access to college and career post-secondary planning. There is minimal effort to ensure equitable access to resources and support.</p>	<p>The counselor occasionally advocates for students to have access to college and career post-secondary planning. Efforts may be inconsistent or lack a comprehensive approach to ensuring all students receive necessary support.</p>	<p>The counselor consistently advocates for all students to have equitable access to college and career post-secondary planning. Efforts are proactive and inclusive, ensuring that diverse student needs are met.</p>	<p>The counselor excels in advocating for all students to have comprehensive and equitable access to college and career post-secondary planning. Their advocacy efforts are innovative, strategic, and result in tangible improvements in student access and support.</p>
<p><b>Consult to support student achievement and success:</b> School counselors collaborate with school and community stakeholders to</p>	<p>The counselor demonstrates limited collaboration with school and community</p>	<p>The counselor occasionally collaborates with school and community</p>	<p>The counselor consistently engages in productive collaboration with school and community</p>	<p>The counselor excels in establishing and maintaining exemplary partnerships with school and community stakeholders to gain and</p>

gain and provide access to college and career education opportunities.	stakeholders to gain and provide access to college and career education opportunities. There is little evidence of partnerships or shared efforts to enhance student access.	stakeholders to gain access to college and career education opportunities. Collaborations may lack consistency or depth in engagement.	stakeholders to gain and provide access to college and career education opportunities. Collaborations are effective, with evidence of shared planning and implementation of initiatives.	provide unparalleled access to college and career education opportunities. Collaborations are innovative, strategic, and transformative, leading to substantial improvements in student access and outcomes.
<b>Ethical Decision Making</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Demonstrate an understanding of the impact of cultural, social, and environmental influences on student success and opportunities:</b> School counselors demonstrate knowledge and respect of differences in customs, communications, traditions, values, and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability, and other factors.	The counselor demonstrates limited understanding and respect for differences in customs, communications, traditions, values, and other traits among students. There is little evidence of efforts to apply this understanding to support student success.	The counselor shows some awareness and respect for differences in customs, communications, traditions, values, and other traits among students. However, the application of this knowledge to support student success is inconsistent or superficial.	The counselor consistently demonstrates a solid understanding and respect for differences in customs, communications, traditions, values, and other traits among students. There is evidence of efforts to apply this understanding to support student success and opportunities effectively.	The counselor excels in demonstrating a deep understanding, as well as profound respect, for differences in customs, communications, traditions, values, and other traits among students. This understanding is integrated into all aspects of their practice, resulting in significant positive impacts on student success and opportunities.
<b>Domain 3: Social Emotional</b> This domain focuses on the school counselors' understanding, skills, and habits of mind that support students' progress in understanding themselves and others to make healthy life choices across the lifespan.				
<b>Professional Foundation</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Apply developmental, learning, counseling, and education theories:</b> School counselors use human development theories to have an impact on developmental issues affecting student success.	The counselor demonstrates limited understanding or application of human development theories to address developmental issues affecting student success. There is minimal use of theories to inform counseling practices or interventions.	The counselor shows some understanding and attempts to apply human development theories to address developmental issues affecting student success. However, the application may be inconsistent or lack depth.	The counselor consistently applies relevant human development theories to understand and address developmental issues affecting student success. Theories are integrated into counseling practices effectively.	The counselor excels in applying advanced and comprehensive human development theories to deeply understand and effectively address developmental issues impacting student success. Theories are applied innovatively and with expertise.

<p><b>Apply school counseling professional standards and competencies:</b> School counselors use principles of tiered systems of support in alignment to their school counseling program to provide instruction and intervention based on student needs.</p>	<p>Interventions and instructional practices are not systematically aligned with tiered systems of support. There is little evidence of differentiated support based on student needs or responsiveness to intervention.</p>	<p>Interventions and instructional practices begin to align with tiered systems of support, but there may be gaps in implementation or variability in the effectiveness of interventions based on student needs.</p>	<p>Interventions and instructional practices are consistently aligned with tiered systems of support, ensuring that students receive differentiated support based on their needs. The counselor effectively monitors and adjusts interventions as needed.</p>	<p>Interventions and instructional practices are exceptionally tailored to student needs within a tiered framework, resulting in significant improvements in student outcomes. The counselor demonstrates leadership in developing and implementing tiered interventions that effectively meet diverse student needs.</p>
<b>Delivery</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<p><b>Develop and implement action plans aligned with annual student outcome goals and student data:</b> School counselors collaborate with school-based teams to develop strategies and activities to help students enhance their social-emotional development.</p>	<p>The counselor demonstrates limited collaboration with school-based teams to develop strategies and activities for social-emotional development. There is minimal engagement or contribution to team efforts.</p>	<p>The counselor occasionally collaborates with school-based teams to discuss strategies and activities for social-emotional development. However, collaboration may lack consistency or depth.</p>	<p>The counselor consistently collaborates with school-based teams to develop well-rounded strategies and activities for social-emotional development. Collaboration is productive, with shared responsibilities and clear communication.</p>	<p>The counselor excels in leading and facilitating collaboration with school-based teams to develop innovative and impactful strategies and activities for social-emotional development. Collaborative efforts are transformative and result in significant improvements in student well-being.</p>
<p><b>Make referrals to appropriate school and community resources:</b> School counselors collaborate with stakeholders and families in the appropriate referral resources consistent with school and district policies.</p>	<p>Referrals to resources are inconsistent or not aligned with school and district policies. There is little adherence to established protocols or guidelines for making referrals.</p>	<p>Referrals to resources generally align with school and district policies, but there may be occasional deviations or uncertainties in adhering to established protocols.</p>	<p>Referrals to resources are consistently made in accordance with school and district policies. The counselor adheres to established protocols, ensuring that referrals are timely and appropriate for student needs.</p>	<p>Referrals to resources are outstandingly managed in strict accordance with school and district policies. The counselor demonstrates exceptional judgment and expertise in making referrals that effectively meet student needs and contribute to their overall well-being.</p>
<b>Ethical Decision Making</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<p><b>Demonstrate an understanding of the impact of cultural, social, and environmental influences on student success and opportunities:</b> School counselors demonstrate knowledge and respect of differences in customs, communications, traditions, values, and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity,</p>	<p>The counselor demonstrates limited understanding and respect for differences in customs, communications, traditions, values, and other traits among students. There is little evidence of efforts to apply this understanding to support student success.</p>	<p>The counselor shows some awareness and respect for differences in customs, communications, traditions, values, and other traits among students. However, the application of this knowledge to support student success is inconsistent or superficial.</p>	<p>The counselor consistently demonstrates a solid understanding and respect for differences in customs, communications, traditions, values, and other traits among students. There is evidence of efforts to apply this understanding to support student success and opportunities effectively.</p>	<p>The counselor excels in demonstrating a deep understanding, as well as profound respect, for differences in customs, communications, traditions, values, and other traits among students. This understanding is integrated into all aspects of their practice, resulting in significant positive impacts on student success and opportunities.</p>

physical or intellectual ability, and other factors.				
<b>Apply legal and ethical principles of the school counseling profession</b> School counselors demonstrate an understanding of the ASCA Ethical Standards.	The counselor demonstrates limited understanding and application of the ASCA Ethical Standards for School Counselors. Actions occasionally contradict ethical guidelines, showing inconsistency in ethical practice.	The counselor demonstrates a basic understanding of and attempts to apply the ASCA Ethical Standards for School Counselors, but there are inconsistencies or gaps in application.	The counselor consistently practices within the ASCA Ethical Standards for School Counselors, demonstrating a solid understanding and application of ethical principles in their work.	The counselor exemplifies exemplary practice within the ASCA Ethical Standards for School Counselors, demonstrating a deep understanding and consistently applying ethical principles in complex situations.

## School Counseling Single-point Competencies

\* Adapted from the [Comprehensive K-12 School Counseling Framework](#)

<b><u>Domain 1: Academic</u></b>		
This domain focuses on the school counselors' understanding, skills, and habits of mind to ensure effective student learning and success in a school setting and understanding the relationship between academics to their community and lifelong learning.		
Areas of Strength	Effective	Opportunities for Growth/ Next Steps
	<p>The effective school counselor applies his/her understanding, skills, and habits of mind to ensure effective student learning and success in a school setting by:</p> <ul style="list-style-type: none"> <li>• Applying established and emerging evidence-based counseling theories and techniques to promote academic success in individual, small-group, classroom, and large-group settings.</li> <li>• Demonstrating positive impacts on student(s) academic success resulting from systemic change efforts, supported by evidence and data analysis.</li> <li>• Using data effectively to demonstrate a clear need for implementing a school counseling program in areas such as course enrollment, equity, access, and opportunity gaps.</li> <li>• Consistently supporting students in setting clear short and long-term goals that effectively connect academic performance with self-development, and providing guidance and encouragement that helps students understand the importance of these connections.</li> <li>• Consistently engaging in productive collaboration with school staff, administrators, and community members to foster academic success for all students through effective communication, joint planning, and shared initiatives that positively impact student outcomes.</li> <li>• Consistently demonstrating a solid understanding and respect for differences in customs, communications, traditions, values, and other traits among students which is applied to supporting student success and opportunities effectively.</li> </ul>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>• What might be some of the theories and techniques that the school counselor is using to promote academic success in individual, small-group, classroom, and large-group settings?</li> <li>• In what ways is the school counselor making positive impacts on his/her students(s) academic success and is supported by evidence and data analysis?</li> <li>• How does the school counselor use data effectively to support student needs in areas such as course enrollment, equity, access, and opportunity gaps?</li> <li>• How does the school counselor support students in setting clear short and long-term goals that connect academic performance with self-development, and provide guidance and encouragement that helps students understand the importance of these connections?</li> </ul>		

- How does the school counselor engage in productive collaboration with school staff, administrators, and community members to foster academic success for all students?
- How does the school counselor demonstrate a solid understanding and respect for differences in customs, communications, traditions, values, and other traits among students? And in what ways is this applied to supporting student success and opportunities effectively?

### **Domain 2: Career**

This domain focuses on the school counselors' understanding, skills, and habits of mind that enable students to build awareness, explore, and prepare to make career decisions post-high school and across the lifespan.

Areas of Strength	Effective	Opportunities for Growth/ Next Steps
	<p>The effective school counselor applies his/her understanding, skills, and habits of mind that enable students to build awareness, explore, and prepare to make career/future decisions by:</p> <ul style="list-style-type: none"> <li>• Applying established and emerging evidence-based counseling theories and techniques to promote career development in individual, small-group, classroom, and large-group settings.</li> <li>• Consistently demonstrating a good understanding of the professional mindset and behaviors required to support students in exploring their interests and personal strengths in relation to career interests through the use of appropriate strategies and resources effectively.</li> <li>• Providing comprehensive and well-informed advice on a variety of postsecondary pathways aligned with the school counseling program. Guidance is personalized and supports students in making informed decisions about their future.</li> <li>• Effectively integrating a variety of technologies to support students in exploring postsecondary pathways.</li> <li>• Consistently advocating for all students to have equitable access to college and career post-secondary planning through efforts that are proactive and inclusive, ensuring that diverse student needs are met.</li> <li>• Consistently engaging in productive collaboration with school and community stakeholders in order to gain and provide access to college and career education opportunities.</li> <li>• Consistently demonstrating a solid understanding and respect for differences in customs, communications, traditions, values, and other traits among students.</li> </ul>	

#### ***Considerations:***

- What might be some of the counseling theories and techniques the school counselor uses to promote career development in individual, small-group, classroom, and large-group settings?
- In what ways does the school counselor demonstrate an understanding of the professional mindset and behaviors required to support students in exploring their interests and personal strengths in relation to career interests?
- In what ways is the school counselor providing comprehensive and well-informed advice on a variety of postsecondary pathways? How is guidance and support personalized so that students can make informed decisions about their future?
- In what ways does the school counselor advocate for all students so that they have equitable access to college and career post-secondary planning? How does the school counselor ensure that diverse student needs are met?



- How does the school counselor productively collaborate with school and community stakeholders in order to gain and provide access to college and career education opportunities?
- In what ways does the school counselor demonstrate a solid understanding and respect for differences in customs, communications, traditions, values, and other traits among students?

### **Domain 3: Social Emotional**

This domain focuses on the school counselors' understanding, skills, and habits of mind that support students' progress in understanding themselves and others to make healthy life choices across the lifespan.

Areas of Strength	Effective	Opportunities for Growth/ Next Steps
	<p>The effective school counselor applies his/her understanding, skills, and habits of mind the support students' progress in understanding themselves and others to make healthy life choices by:</p> <ul style="list-style-type: none"> <li>• Applying relevant human development theories to understand and address developmental issues affecting student success.</li> <li>• Consistently applying, monitoring and adjusting interventions and instructional practices, aligned with tiered systems of support, in order to ensure students, receive differentiated support based on their needs.</li> <li>• Consistently collaborating with school-based teams to develop well-rounded strategies and activities for social-emotional development. Collaboration is productive, with shared responsibilities and clear communication.</li> <li>• Making sure referrals to resources are made in accordance with school and district policies and adhering to established protocols in order to ensure referrals are timely and appropriate for student needs.</li> <li>• Consistently demonstrating and applying a solid understanding and respect for differences in customs, communications, traditions, values, and other traits among students.</li> <li>• Demonstrating a solid understanding and application of ethical principles in their work and practicing within the ASCA Ethical Standards for School Counselors. Interventions are consistently aligned with tiered systems of support aligned to district goals.</li> </ul>	

#### ***Considerations:***

- In what ways does the school counselor apply relevant human development theories to understand and address developmental issues affecting student success?
- How does the school counselor apply, monitor and adjust interventions and instructional practices in order to ensure students receive differentiated support based on their needs?
- In what ways is the school counselor collaborating with school-based teams to develop well-rounded strategies and activities for social-emotional development? How is shared responsibilities and clear communication managed?
- How does the school counselor demonstrate and apply an understanding and respect for differences in customs, communications, traditions, values, and other traits among students?

## School Psychologist Rubric

\* Adapted from the [National Associations of School Psychologist \(NASP\)](#) Professional Standards

<b>Domain 1: Professional Practices</b> <i>These are practices that permeate all aspects of service delivery</i>				
Indicators/ Level of Performance	Below Standard	Developing	Effective	Distinguished
<b>1a. Data-based Decision Making:</b> School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports	Does not use data effectively; interventions are not evidence-based.	Uses data inconsistently; some interventions are evidence-based.	Uses advanced data analysis techniques; designs and implements innovative, evidence-based interventions; Consistently uses a variety of data sources to inform decision-making processes.	Integrates comprehensive data analysis; interventions are highly effective and innovative; Consistently uses various sources of data to inform decision-making, leading to innovative and effective solutions.
<b>1b. Consultation and Collaboration:</b> School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services.	Limited collaboration with colleagues; minimal impact on student outcomes.	Some collaboration with colleagues; contributes to student outcomes.	Regular collaboration with colleagues; significantly impacts student outcomes	Exemplary collaboration with colleagues; leads initiatives to improve student outcomes.
<b>Domain 2: Direct and Indirect Services for Students, Families and Schools</b>				
Indicators/Level of Performance	Below Standard	Developing	Effective	Distinguished
<b>2a. Academic Intervention and Instructional Supports:</b> School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.	Rarely implements academic interventions; interventions do not meet student needs.	Provides some academic support (accommodations) but lacks consistency in implementation; interventions are somewhat effective.	Provides consistent academic support; interventions are effective; Utilizes a variety of instructional strategies to address individual student needs.	Designs and implements highly effective academic interventions; interventions exceed student needs ie. individualized learning plans that lead to academic growth for students
<b>2b. Mental and Behavioral Health Services and Interventions:</b> School psychologists understand the	Provides minimal mental and behavioral health support;	Provides some mental and behavioral health support;	Provides consistent mental and behavioral health support; interventions are	Designs and implements highly effective mental health interventions;

biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning.	interventions lack effectiveness and do not meet student needs.	interventions are somewhat effective.	effective in meeting student needs.	interventions exceed student needs.
<b>2c. School-wide Practices to Promote Learning:</b> School psychologists understand systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health.	Limited involvement in school-wide practices; minimal impact on learning	Participates in some school-wide practices; contributes to learning improvement.	Actively involved in school-wide practices; plays a key role in learning improvement.	Designs and implements innovative school-wide practices to promote and enhance the learning environment.
<b>2d. Services to Promote Safe and Supportive Schools:</b> School psychologists understand principles and research related to social-emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools.	Limited involvement in promoting safe and supportive schools; minimal impact on safety.	Participates in some safety initiatives; contributes to safety planning.	Actively involved in promoting safe and supportive schools; plays a key role in safety planning.	Leads initiatives to promote safe and supportive schools; innovates and enhances safety measures.
<b>2e. Family, School, and Community Collaboration:</b> School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.	Limited collaboration with families and community; minimal impact on student support.	Some collaboration with families and community; contributes to student support.	Regular collaboration with families and community; significantly impacts student support.	Leads collaborative efforts with families and community; develops and implements strategies to improve student support.

**Domain 3: Foundations of School Psychological Service Delivery**

<b>Indicators/Level of Performance</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>3a. Equitable Practices for Diverse Student Populations:</b> School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables.	Limited implementation of equitable practices; minimal impact on diverse student populations.	Some implementation of equitable practices; contributes to addressing the needs of diverse student populations.	Regular implementation of equitable practices; significantly contributes to addressing the needs of diverse student populations.	Leads efforts to implement equitable practices; develops and implements strategies to promote equity for diverse student populations.
<b>3b. Research and Evidence-based Practice:</b> School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings.	Limited use of research and evidence-based practices; minimal impact on practice.	Some use of research and evidence-based practices; contributes to practice improvement.	Regular use of research and evidence-based practices; significantly advances knowledge and practice.	Leads efforts to use research to inform practice; develops and implements evidence-based interventions.
<b>Legal, Ethical, and Professional Practice:</b> School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.	Limited adherence to legal, ethical, and professional standards; minimal impact on practice.	Generally, follows legal, ethical, and professional standards; occasionally contributes to practice improvement.	Regular adherence to legal, ethical, and professional standards; significantly impacts practice through regular contributions.	Exemplary adherence to legal, ethical, and professional standards through modeling; leads initiatives to improve practice.

# Speech and Language Pathologist Rubric

\* Adapted from the [Danielson Framework for Teaching rev. 2022](#)

## Domain 1 Planning and Preparation

Service Providers plan intervention in order to engage student(s) in rigorous and relevant learning and to promote their curiosity about the world.

Indicator/ Level of Performance	Below Standard	Developing	Effective	Distinguished
<p><b>1a Applying knowledge of Content and Pedagogy</b></p> <p><b>Planning Service Delivery:</b> SLP's work across all ability levels and provides services for a range of disorders, as appropriate; Aligned with standards, builds on students' prior knowledge, provides for appropriate level of challenge, and is aligned with coherent progression.</p> <p><b>Tasks and Activities:</b> Specifically matched to learning outcomes; Encourages higher-level thinking and student agency; SLP's create authentic opportunities to engage with meaningful content.</p> <p><b>Flexible Learning:</b> Multiple strategies and approaches are tailored to individual student needs to create the appropriate level of challenge and support for each student.</p> <p><b>Structure and Flow:</b> Lesson and unit plans are well structured and flow from one to the next to support student learning and development</p>	<p>Planning service delivery content lacks alignment with performances or developmental expectations or standards; Use of student data is insufficient to identify prior knowledge to plan service delivery or lacks differentiation to meet student(s)' needs; Planning service delivery is often at an inappropriate level of challenge for student(s); Tasks and activities are uninteresting to students, do not challenge them, and/or do not align to instructional outcomes; There is only a single approach or activity planned for students to learn the content; Plans for learning are not well structured or sequenced.</p>	<p>Planning service delivery is aligned with student need, but sometimes lack coherent sequencing or connections to developmental expectations or standards; Use some assessment data to develop a general understanding of student's level of knowledge and skill to guide planning; Planning intervention is at an appropriate level of challenge and depth based on student(s)' prior developmental expectation or standards; Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge; Students are in groups that are only partially appropriate to the learning activities or goals; Plans for learning are partially well-structured but may not be realistic about time expectations.</p>	<p>Planning service delivery has a coherent progression and alignment with student's developmental expectations and grade-level standards; Using multiple sources of assessment data to develop a clear, detailed understanding of students' level of knowledge and skill to guide planning of service delivery that is at an appropriate level of challenge and depth; Tasks and activities are aligned with learning outcomes, provide opportunities for higher- level thinking, and encourage active engagement; Instructional groups are organized thoughtfully to maximize learning and build on students' strengths; Plans for learning are well structured and have a flow that allows for student learning and reflection.</p>	<p>Planning anticipates content misconceptions, ambiguity, misunderstandings or challenges and considers multiple ways of how to address these in advance; Implement activities that promote progress on each student's' specific IEP goals/objectives; Tasks and activities encourage student agency and create authentic opportunities to engage with meaningful content; Lessons provide opportunities for students to engage beyond the content of the lesson and, when appropriate, the SLP works with students to co-design learning experiences; Plans for learning are well structured and have a flow that supports student autonomy in the learning process.</p>
<p><b>1b Knowing and Valuing Students</b></p> <p><b>Respect for Students' Identities:</b></p>	<p>SLP is not aware of or pays little attention to students' race, culture, or identity; SLP does not try to ascertain information</p>	<p>SLP applies knowledge of students' race, culture, and identities to planning and preparation with limited success;</p>	<p>SLP successfully incorporates knowledge of students' race, culture, and identities into planning and preparation;</p>	<p>SLP recognizes and appreciates students' race, culture, and unique identities, designing culturally responsive and affirming learning</p>

<p>Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character.</p> <p><b>Understanding of Students' Current Knowledge and Skills:</b> Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind.</p> <p><b>Knowledge of Whole Child Development:</b> Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success and autonomy.</p> <p><b>Knowledge of the Learning Process and Learning Differences:</b> Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs.</p>	<p>about students varied prior knowledge, skills, or mindsets; SLP does not attend to or understand students' cognitive, social, emotional, and character development; SLP displays insufficient understanding of how students learn and develop in general or of individual differences for students in the class.</p>	<p>SLP's understanding of students' varied knowledge and skill levels, as well as mindsets related to learning, is applied with limited success; SLP's understanding of students' cognitive, social, emotional, and character development is addressed in planning and preparation with limited success; SLP has limited understanding of the learning process and of individual learning differences.</p>	<p>SLP's understanding of students' levels of knowledge and skill, as well as their mindsets about learning, is applied successfully in planning and preparation; SLP's understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation; SLP's accurate understanding of how students learn and learn differently is evident in planning and preparation.</p>	<p>experiences with them in mind; SLP's deep understanding of each student's knowledge, skills, and mindsets ensures that students receive appropriate scaffolds when necessary, meet rigorous outcomes, and are challenged to do their best work; SLP deeply understands and integrates students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumption of responsibility. In lessons planned or adapted; SLP uses extensive knowledge of the learning process and learning differences to design experiences that are engaging and successful.</p>
<p><b>1C Using Resources Effectively</b></p> <p><b>Instructional Materials:</b> SLPs utilize high-quality instructional materials to ensure access to rigorous content and support specific student needs, furthering engagement and mastery.</p> <p><b>Technology and Digital Resources:</b> Technological and digital resources support personalized instruction, equitable learning, engagement, exploration, connection, and student development.</p> <p><b>Supports for Students:</b> Teachers seek and provide</p>	<p>When instructional materials are provided, the SLP does not use or learn to effectively implement them; Selecting or designing resources, technology and groupings that insufficiently support the needs of students; Selecting or designing resources, augmentative and/or alternative communication systems, and groupings that insufficiently support access to an attainment of learning outcomes.</p>	<p>When instructional materials are provided, the SLP implements them with some success, develops some understanding of their features and design, and is sometimes able to recognize and adjust for gaps or deficiencies in the materials; Selecting or designing resources, technology and groupings to generally support access to and attainment of learning outcomes; Resources, augmentative and/or alternative communication systems, and groupings are used at times to</p>	<p>When instructional materials are provided, the SLP's understanding of the materials supports appropriate choices based on the specific needs of students that increase the effectiveness of the curriculum; Selecting or designing resources, technology and groupings to consistently support equitable student learning and exploration and access to, and attainment of, learning outcomes and their application within and beyond the learning environment; Resources, augmentative and/or alternative communication systems, and groupings are used to enable access and</p>	<p><b>In addition to the characteristics of "Effective":</b> When instructional materials are provided, the SLP uses them wisely, integrating other resources if appropriate, to support each student's mastery of outcomes, further learning and development, deep intellectual engagement, and autonomy; After consulting with colleagues, appropriate augmentative and/or alternative communication systems, resources, and grouping are implemented to enable best access and attainment of student outcomes.</p>



additional aligned resources and supports that make content and curriculum materials accessible to students and address their individual needs.		enable access and attainment of student outcomes.	attainment of student outcomes.	
<b>1d. Designing and Analyzing Assessments</b>  <b>Criteria and Standards:</b> Criteria and standards for assessment are appropriate and aligned, clearly communicated, and whenever possible have been developed with student input.  <b>Planning Formative Assessments:</b> SLPs plan formative assessments to monitor student progress toward instructional outcomes.  <b>Analysis and Application:</b> SLPs consistently use assessment data to direct planning and preparation and to support individualized student instruction	Assessments are not aligned to the instructional outcomes and insufficiently measure progress towards or attainment of learning outcomes; There are no formative assessments planned and/or assessment results are not used for future planning; Progress reports are incoherent, incomplete and/or not communicated well.	Assessments are partially aligned to instructional outcomes but may not assess them completely; Selecting or designing assessment strategies that at times do not measure progress towards or attainment of the learning outcomes; Some formative assessments are planned and will give a partially accurate picture of student learning throughout the lesson; Assessment results are used in future planning for some students, groups of students, or the class as a whole; Progress reports are communicated but not easily understood by others.	Assessments will fully and fairly provide evidence of student understanding of the content and mastery of outcomes, as well as reveal specific misunderstandings; Formative assessments give an accurate picture of student learning, and lesson plans indicate possible adjustments based on assessment data; Progress reports are clearly communicated to all stakeholders.	<b><i>In addition to the characteristics of “Effective”:</i></b>  Students have varied and multiple opportunities to demonstrate mastery of outcomes; Formative assessments provide accurate and timely information to SLPs and students, allowing students to adjust course with minimal SLP guidance; Assessment results consistently drive planning and preparation to inform instructional decision making and instructional pathways for students.

### **Domain 2 Learning Environments**

Service Providers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

Indicator/ Level of Performance	Below Standard	Developing	Effective	Distinguished
<b>2a Cultivating Respectful and Affirming Environments</b>  <b>Positive Relationships:</b> SLP-student and student-student interactions demonstrate caring and respect, and honor the dignity of each member of the community.  <b>Sense of Belonging:</b> Teachers and students co-create a community that reflects their unique collective identity and	Limited evidence of rapport with student(s), staff and families; and demonstrates some disrespectful interactions with or lack of sensitivity to the diversity of student(s), staff and families; Interactions between the SLP and students and among students, are frequently negative, uncaring, inappropriate, or	Establishes rapport and positive interaction with some, but not all students, staff and families; Demonstrates respectful interaction with student(s), staff and families, but does not reinforce respect for diversity among students, staff and family; Caring and respectful interactions, between SLP and students and	Builds positive rapport and trusting, supportive relationship with student(s), staff and families; Classroom interactions, between the SLP and students and among students demonstrate caring and respect that honors students' identities, race, and cultural background; Verbal and nonverbal participation indicates that most students feel connected to their learning community which reflects their collective identity while honoring	<b><i>In addition to the characteristics of “Effective”:</i></b>  The SLP's own cultural competence and racial consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships; Student participation indicates they've co-created a community that reflects their unique collective identity and

<p>interests as a class while honoring individual identities.</p> <p><b>Cultural Responsiveness:</b> Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments.</p> <p><b>Positive Conflict Resolution:</b> A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.</p>	<p>insensitive to students' identities and developmental levels; Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the learning community; Learning environment does not reflect the individual racial and cultural identities of students; Conflict and/or disrespectful interactions are neither addressed nor resolved; Resources and supports are not deployed efficiently, effectively, or equitably.</p>	<p>among students are inconsistent; Verbal and nonverbal communication indicates some students feel part of the learning environment which only reflects and honors some elements of students' individual and shared racial and cultural identities; Conflict and disrespectful interactions are addressed by the SLP, with uneven results; Resources and support are managed somewhat efficiently and effectively, though students may not have equitable access</p>	<p>individual variations of their racial and cultural identities; A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust; Supports are deployed efficiently and effectively, and all students are able to access what they need.</p>	<p>interests while honoring individual identities; SLP and students help create a unique learning community that includes celebrating each individual's racial and cultural identity, honoring diversity, acknowledging and addressing racial and cultural dynamics in the environment; Students in the learning community are responsible for resolving conflict and actively following established processes or norms for resolving conflict and restoring trust; Resources and supports are deployed equitably; students take initiative in accessing resources and identifying additional supports they need.</p>
<b>Indicator/ Level of Performance</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<p><b>2b Fostering a Culture for Learning</b></p> <p><b>Dispositions for Learning:</b> SLPs model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.</p> <p><b>Student Agency and Pride in Work:</b> Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.</p> <p><b>Support and Perseverance:</b> Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.</p>	<p>Student curiosity is ignored or discouraged nor are they asked to think critically, reason and reflect; There is little or no sense of purpose for the work or the reasons for doing it are external demands</p>	<p>SLP creates a learning environment in which some student(s) take intellectual risks and/or interact positively with each other; Student curiosity, critical thinking, reasoning, and reflection are occasionally encouraged; SLP communicates the importance of content, the ultimate purpose of learning, and the value of personal growth with some success; Confidence, resilience, persistence, and teamwork are encouraged, promoting a conviction that with hard work and perseverance all students can master the content.</p>	<p>SLP creates a safe learning environment in which student(s) are willing to interact positively with each other and share responsibility for learning; Curiosity, critical thinking, reasoning, and reflection are encouraged and intentionally developed; The SLP and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish; Confidence, resilience, persistence, and teamwork that support student perseverance are intentionally developed and celebrated.</p>	<p><b>In addition to the characteristics of "Effective":</b> Student curiosity, critical thinking, reasoning, and reflection are clearly evident in the classroom and have a direct impact on instruction, student learning, and development; Dedication to learning the content and having a sense of purpose for learning, content mastery and personal growth are clearly valued by the SLP and students; Students encourage one another to persevere and use strategies to support each other through challenging work.</p>

Indicator/ Level of Performance	Below Standard	Developing	Effective	Distinguished
<p><b>2c Supporting Positive Student Behavior</b></p> <p><b>Expectations for the Learning Community:</b> Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.</p> <p><b>Modeling and Teaching Habits of Character:</b> Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.</p> <p><b>Self-Monitoring and Collective Responsibility:</b> Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.</p>	<p>Provides limited or inconsistent communication and/or enforcement of rules, consequences and expectations resulting in interference with student learning; Provides ineffective opportunities for student(s) to develop social skills and responsible behavior; There is no explicit modeling or teaching of habits of character.</p>	<p>Communicates high standards of behavior but enforcement is inconsistent, resulting in some interference in student learning; Promote social competence with some effectiveness in building student's capacity to self-regulate and take responsibility for their actions; Habits of character are modeled or taught but with uneven success.</p>	<p>Communicates and reinforces high standards of behavior for all students; Promotes and positively reinforces social competence by explicitly teaching and modeling social skills, building student(s)' capacity to self-regulate and take responsibility for their actions; Student(s) effectively respond to strategies used to appropriately re-engage their behavior; SLP explicitly teaches, models and reinforces habits of character to promote learning, ethical behavior, and citizenship.</p>	<p><b>In addition to the characteristics of "Effective":</b> Student(s) independently use proactive strategies and social skills and take responsibility for their actions; Students take initiative in explicitly discussing and reinforcing habits of character that contribute to a safe and productive learning environment.</p>

**Domain 3 Learning Experiences**

Service Providers implement intervention to support student(s) in rigorous and relevant learning and to promote their curiosity about the world at large.

Indicator/ Level of Performance	Below Standard	Developing	Effective	Distinguished
<p><b>3a Communicating About Purpose and Content</b></p> <p><b>Purpose for Learning and Criteria for Success:</b> Intervention(s) are aligned with IEP objectives and SLPs communicate the goals and learning objectives, along with an outline of the instructional pathway for students to meet the established criteria for success.</p>	<p>The SLP does not convey to students what they will be learning; Limited clarity and/or connection to IEP objectives; Implementation of intervention lacks alignment with instructional objective, developmental expectations and/or content standards.</p>	<p>The SLP partially explains the purpose of learning but with little elaboration or specificity; Content sometimes lacks clarity or connection with the broader IEP objectives; Implementation of intervention is aligned to IEP goals, developmental expectations and instructional</p>	<p>The SLP clearly explains what students will be learning and why, how it is situated within broader purposes, how they will learn it, and what success will look like; Explanation of content is accurate, appropriately scaffolded, relevant to the experiences of students, and/or explained in multiple, engaging ways to support conceptual understanding; Implementation of intervention has coherent</p>	<p><b>In addition to the characteristics of "Effective":</b> Students are able to explain the purpose and value of what they are learning and connect it to broader purposes, both within the curriculum and their own lives; Interventions are implemented at an appropriate level of challenge and depth based on the student(s)'</p>

<b>Explanations of Content:</b> Service delivery is aligned with developmental expectations and/or standards; Content is scaffolded and presented in multiple engaging ways with frequent integrated checks for student understanding.		objective/standard but lacks a coherent progression of knowledge, skills or concepts.	progression and aligned with IEP goals and instructional expectations/ standards.	developmental expectations.
<b>Indicator/ Level of Performance</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>3b Using Questioning and Discussion Techniques</b>  <b>Critical Thinking and Deeper Learning:</b> Questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding of content, themselves, and the larger world.  <b>Reasoning and Reflection:</b> Questions and discussions challenge students to reason, reflect on learning, justify their thinking, and generate ideas for future inquiry.  <b>Student Participation:</b> Students demonstrate curiosity and engage one another through intervention strategies, augmentative and/or alternative communication systems and groupings.	Questioning and discussion do not invite student thinking, are of low cognitive challenge, and often have a single correct response; Uses resources, technology and groupings insufficiently to support student engagement with the tasks and questions; Uses an inappropriate balance of support and challenge to advance learning; Variance of student and service provider roles provides some opportunities for students to work together	The SLP frames questions to promote critical thinking and deeper understanding but with uneven success; Uses resources, technology and groupings that support student collaboration and engagement with tasks and questions; Uses a balance of support and challenge to help some students advance their learning; Variance of student and service provider roles allows for opportunities for students to work together to solve problems	Open-ended and higher-level questions and genuine discussions allow students to think critically and offer multiple perspectives, challenging them to deepen their understanding; Uses resources, technology and groupings that support student collaboration and engagement with tasks and construction of learning; Uses a balance of support and challenge to help students advance their learning; Varying the student and service provider roles allows multiple ways for students to direct their learning, solve problems and build independence	<b>In addition to the characteristics of “Effective”:</b> Students initiate higher-order questions and extend discussions with confidence, applying and developing critical thinking, curiosity, and deeper understanding; SLP promotes student ownership, self-direction and choice while achieving the lesson purpose; Promotes opportunities for interdisciplinary, real world, career or global connections
<b>Indicator/ Level of Performance</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>3c Engaging Students in Learning</b>  <b>Use of Instructional Materials and Resources:</b> Instructional materials and resources are used effectively to support intellectual	Instructional materials and resources are not used correctly or effectively by the students, are not supportive of their learning, and/or are not equitably available;	Instructional materials and resources are used by the students with some success to support learning, and students have equitable access to them; The pacing of the intervention/lesson	Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content; they are varied and used to support equitable access to the content;	<b>In addition to the characteristics of “Effective”:</b> Students take initiative in using instructional materials and resources by adapting them appropriately for their own needs; they suggest



engagement and deep learning of the content.  <b>Opportunities for Thinking and Reflection:</b> Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding	The pace of the intervention/lesson is too slow or is rushed, or opportunities for thought and reflection are poorly implemented;	provides opportunities for some thought and reflection, allowing students to engage and develop understanding.	The pacing of the intervention/lesson supports high levels of engagement, deeper learning, and skill attainment; Students have multiple and effective opportunities to think, reflect, and consolidate understanding.	modifications or additions to make them more relevant or challenging; Through opportunities provided by the SLP or their own initiative, students demonstrate autonomy and effective use of strategies for reflection; they are able to identify and advocate for their own need to engage in further processing or reflection in order to consolidate understanding and/or develop new skills.
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Indicator/ Level of Performance	Below Standard	Developing	Effective	Distinguished
<b>3d Using Assessment for Learning</b>  <b>Monitoring Student Understanding:</b> SLPs and students are constantly monitoring learning and making use of specific strategies to elicit evidence of understanding and improve service delivery.  <b>Timely, Constructive Feedback:</b> High-quality feedback comes from many sources, including students; it is specific and focused on improvement.	The SLP does not determine whether students are progressing toward mastery of the goals nor does the SLP monitor and/or adjust his/her service delivery-based assessment data; Students receive no feedback, or the only feedback given lacks specificity or is inaccurate.	The SLP's attempts to monitor student understanding and support self-assessment are limited or only partially effective; SLP makes attempts to adjust service delivery during and/or in between lesson based on assessment data; The SLP provides some feedback, but the feedback is unclear or not oriented toward improvement or mastery.	The SLP uses questions and assessments to elicit accurate evidence of student understanding and models strategies for self-assessment, allowing students to successfully analyze their own progress toward goals; Adjustment of delivery services are made during and in between lessons that are targeted to group and/or individual needs based on assessment data; Students receive timely, constructive feedback from the SLP or others that advances learning.	<b>In addition to the characteristics of "Effective":</b> Students take initiative to monitor their own understanding through planned tasks, assessments, and strategies of self-assessment to understand their progress, adjust, and identify new or alternative pathways and goals; Students make decisions and assume responsibility for their learning using high-quality, improvement- focused feedback from many sources.

### **Domain 4 Principled Teaching**

Service Providers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

Indicator/ Level of Performance	Below Standard	Developing	Effective	Distinguished
<b>4a Engaging in Reflective Practice</b>  <b>Self-Assessment of Teaching:</b> SLPs use evidence from activities and assessments to identify the impact of different elements of practice on student learning and evaluate the success of learning experiences.	The SLP does not reflect on experiences or draws inaccurate or incomplete conclusions about their success;  The SLP does not or is unable to analyze their impact on student success and/or makes no suggestions for growth or improvement;	The SLP has a partially accurate but incomplete sense about whether or not instructional practices were successful or had the desired impact on student learning and development; The SLP analyzes some aspects of their practice but may not consider alternative approaches,	The SLP draws on evidence from the lesson, including student work, to assess the effectiveness of specific elements of instruction and their impact on student learning and development; The SLP analyzes the impact of their own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to	The SLP's assessment of the lesson is based on multiple sources of evidence, leads to a thoughtful and accurate analysis of practice, and addresses the specific impact of the design or execution of elements of instruction on student learning and development; The SLP critically analyzes the impact of

<p><b>Analysis and Discovery:</b> Based on their self-assessment, SLPs consider alternative approaches or perspectives, question their own ideas or beliefs, and learn new ways to further advance student learning.</p> <p><b>Application and Continuous Improvement:</b> SLPs demonstrate commitment to the success of each student by planning, practicing, and trying new approaches to enhance their teaching based on their assessment and analysis.</p>	<p>The teacher does not plan for or consider opportunities to improve practice.</p>	<p>recognize the impact of their own mindsets or beliefs, and/or be willing to explore new strategies or ideas; Based on reflection, the SLP has some plans for future action that will better support student learning and development.</p>	<p>build new knowledge and skills that enhance learning; Based on reflection, the teacher considers multiple paths forward; communicates a commitment to the success of all students; and plans, practices, and implements improvements.</p>	<p>practices, values, and beliefs on student learning and consistently focuses on acquiring new knowledge and skills to enhance learning, prioritizing improvement for students who need it the most; Based on reflection, the SLP focuses on the best course of action for student success, demonstrates perseverance in the face of challenges, implements new ideas and strategies and continues to reflect on and analyze the results.</p>
<b>Indicator/ Level of Performance</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<p><b>4b Documenting Student Progress</b></p> <p><b>Student Progress Toward Mastery:</b> The teacher documents student progress toward learning and developmental goals and shares information with students, parents, and educational collaborators.</p> <p><b>Maintaining Reliable Records:</b> The teacher consistently gathers, updates, and shares data that is accurate, accessible, and clear to students and families.</p>	<p>The SLP does not adequately track student progress or the approach is not focused on mastery or aligned to goals; The SLP does not have systems for tracking student learning or other records, or the systems are inaccurate, confusing, or inaccessible.</p>	<p>The SLP tracks student progress toward mastery but it is not comprehensive or may not be useful to students and those who support them; The SLP has systems for tracking student learning and other records that are accessible to students and those who support them, but they are partially inaccurate or may not be comprehensive.</p>	<p>There is a clear system for tracking progress toward mastery and the SLP communicates understandable and useful information to students and those who support them; The SLP has accurate and accessible systems for tracking student learning and other records; they use these systems efficiently and effectively.</p>	<p>Students are consistently aware of their own progress toward mastery of their goals; they are able to identify, reflect on, and discuss their strengths and needs based on clear evidence of progress; The SLP's systems are consistently accurate and effective; as appropriate, students contribute information and participate in maintaining reliable evidence of their learning and other records.</p>
<b>Indicator/ Level of Performance</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<p><b>4c Engaging Families and Communities</b></p> <p><b>Respect and Cultural Competence:</b> Teachers interact with families and the community in ways that respect their values and cultural backgrounds.</p> <p><b>Instructional Program:</b> Established structures and</p>	<p>The SLP is unable to engage families or does so in ways that are disrespectful or demonstrate bias; Little or no information about the standards, curriculum, or learning expectations is available to parents.</p>	<p>The SLP's efforts to engage families and communities are respectful and demonstrate some cultural awareness and a commitment to learn more; The SLP shares basic information about the standards, curriculum, or learning</p>	<p>The SLP engages families and communities with respect and cultural awareness, learning and affirming their values and cultural backgrounds; The SLP frequently shares accessible, informative updates about the standards, curriculum, and/or learning expectations and seeks input from families.</p>	<p>The SLP, students, and families partner together to support student success in a manner that honors the contributions of all and focuses on meeting the needs of students; The SLP partners with families to ensure that everyone who supports students understands the instructional program and</p>



processes keep families informed about the instructional program and provide opportunities for input and feedback.		expectations; the information is limited, inaccessible, or incomplete.		has opportunities to engage thoughtfully in its development.
<b>Indicator/ Level of Performance</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>4d Contributing to School Community and Culture</b>  <b>Relational Trust and Collaborative Spirit:</b> SLPs develop strong relationships with students and colleagues that support professional learning, collaboration, mutual trust, and student success.  <b>Culture of Inquiry and Innovation:</b> SLPs contribute to the culture of the school by modeling school values, helping to identify underlying problems, and taking positive action toward their solution.  <b>Service to the School:</b> SLPs extend their influence beyond their classrooms by leading and contributing to school events, projects, and initiatives.	The SLP's relationships with colleagues are characterized by negativity or combativeness; The SLP avoids activities promoting professional inquiry or only participates when required, making few or negative contributions; The SLP avoids involvement in school events, projects, and initiatives.	The SLP has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues; The SLP has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues; The SLP participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success; The SLP participates in school events, projects, and initiatives as expected.	The SLP has supportive and collaborative relationships with colleagues that are built on mutual respect and trust; The SLP regularly and actively participates in and contributes thoughtfully to professional inquiry; The SLP makes a substantial contribution to school events, projects, and initiatives.	The SLP actively builds relational trust with colleagues and models collaboration focused on student success; The SLP takes a leadership role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school; The SLP takes a leadership role in events, projects, and initiatives that contribute to the overall success of the school.
<b>Indicator/ Level of Performance</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<b>4e Growing and Developing Professionally</b>  <b>Curiosity and Autonomy:</b> SLPs identify personal and professional growth areas and independently seek opportunities to develop and refine their knowledge.  <b>Developing Cultural Competence:</b> SLPs seek knowledge regarding the	The SLP demonstrates little or no interest in professional learning and takes no initiative to improve; The SLP demonstrates little or no cultural knowledge or awareness and/or assigns negative value to cultural differences; The SLP resists discussing feedback on their practice or ignores feedback that is given.	The SLP engages in recommended and available professional learning opportunities and takes some initiative in seeking additional opportunities for professional growth; The SLP has some cultural knowledge, is developing understanding of the values and beliefs of other cultures, and is	The SLP regularly seeks out and identifies high- quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities; The SLP accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success;	The SLP takes a leadership role in the school, directing their own and others' learning as appropriate based on an inquiry-driven approach that prioritizes the needs of students; The SLP demonstrates cultural competence, is continually assessing and developing their own knowledge and skills, and leads others in the school

<p>students and community they serve and apply findings to their practice and development of the school culture.</p> <p><b>Seeking and Acting on Feedback:</b> SLPs seek opportunities to receive and provide feedback and work collaboratively and constructively to utilize feedback effectively.</p>		<p>beginning to engage in the reflective work necessary to become more culturally competent; The SLP invites, accepts, and acts on feedback given by colleagues.</p>	<p>The SLP invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.</p>	<p>community to develop new approaches that value differences and address inequities; The SLP takes a leadership role in the school in supporting a culture of growth and modeling a process for seeking, providing, and acting on feedback.</p>
Indicator/ Level of Performance	Below Standard	Developing	Effective	Distinguished
<p><b>4f Acting in Service of Students</b></p> <p><b>Acting with Care, Honesty, and Integrity:</b> SLPs consistently model care, honesty, and integrity in interactions with students, families, and colleagues.</p> <p><b>Ethical Decision-Making:</b> SLPs make wise decisions, especially under challenging circumstances, that are in the best interest of students and their families.</p> <p><b>Advocacy:</b> Teachers are active advocates for students, their families, and colleagues and lead in acting on their behalf.</p>	<p>The SLP's actions are uncaring or dishonest; The SLP makes unwise, rushed, or heated decisions or makes decisions that are self-serving; The SLP fails to act on behalf of students when deliberate action is warranted.</p>	<p>The SLP acts honestly and with care and integrity; The SLP seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical; The SLP addresses the needs of students through their actions but may do so inconsistently or with partial success.</p>	<p>The SLP is known for and looked to as a model of care, honesty, and integrity; The SLP makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide; The SLP is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's and community's values, even when it may not be popular or comply with policy.</p>	<p>The SLP is a leader in the school in modeling and upholding care, honesty, and integrity, and encourages students and teachers to seek opportunities to develop these qualities; The SLP is a leader in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning; The SLP serves as a model of advocacy for students and acts as a leader in the school, identifying and working to change policies and practices that do not align with community values or may cause harm to students.</p>

# Speech Language Pathologist Single-point Competencies

adapted from Danielson's 2022 and Original SLP Rubric

## Domain 1: Planning and Preparation

Service Providers plan intervention(s) in order to engage student(s) in rigorous and relevant learning and to promote their curiosity about the world at large.

### 1a. Applying knowledge of Content and Pedagogy

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>The SLP demonstrates knowledge of content and pedagogy through:</p> <ul style="list-style-type: none"> <li>• Planning service delivery has a coherent progression and alignment with student's developmental expectations and grade-level standards;</li> <li>• Using multiple sources of assessment data to develop a clear, detailed understanding of students' level of knowledge and skill to guide planning of service delivery that is at an appropriate level of challenge and depth;</li> <li>• Tasks and activities are aligned with learning outcomes, provide opportunities for higher- level thinking, and encourage active engagement;</li> <li>• Instructional groups are organized thoughtfully to maximize learning and build on students' strengths;</li> <li>• Plans for learning are well structured and have a flow that allows for student learning and reflection.</li> </ul>	

#### Considerations:

- How does the SLP's planning of content/service delivery reflect a coherent progression and alignment with student's developmental expectations or standards, connecting and integrating performance and participation?
- Is the service delivery at an appropriate level of challenge, depth, and relevant to student(s)' developmental expectations or standard?
- Do tasks and activities align with learning outcomes and provide opportunities for higher- level thinking?
- Are instructional groups organized thoughtfully to maximize learning and build on students' strengths?
- Are plans for learning well-structured and have a flow that allows for student learning and reflection?

### 1b Knowing and Valuing Students

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>The SLP demonstrates knowing and valuing his/her students by:</p> <ul style="list-style-type: none"> <li>• Successfully incorporating knowledge of students' race, culture, and identities into planning and preparation.</li> <li>• Applying students' levels of knowledge and skill, as well as their mindsets about learning into his/her planning and preparation.</li> <li>• Understanding students' cognitive, social, emotional, and character development and successfully incorporating them into planning and preparation.</li> <li>• Making it apparent in his/her planning and preparation that he/she understands how students learn best and that they also learn differently from one another.</li> </ul>	

**Considerations:**

- In what ways are students' identities and cultures incorporated and reflected in learning experiences and environments?
- How does the SLP use his/her understanding of students' prior knowledge and experience to support individual learning?
- How are students' academic, social, and emotional assets leveraged to promote student success?
- In what ways is the SLP's knowledge of the learning process and learning differences reflected in planning and preparation?

**1c. Using Resources Effectively**

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>The SLP plans for effective use of resources through:</p> <ul style="list-style-type: none"> <li>• Selection and use of materials and support, and their appropriateness based on the specific needs of students in order to increase the effectiveness of the curriculum;</li> <li>• Selecting or designing resources, technology and groupings to consistently support equitable student learning and exploration and access to, and attainment of, learning outcomes and their application within and beyond the learning environment;</li> <li>• Resources, augmentative and/or alternative communication systems, and groupings are used to enable access and attainment of student outcomes.</li> </ul>	

**Considerations:**

- How does the SLP effectively use instructional materials to meet the needs of individual students and enhance intellectual engagement?
- In what ways does the SLP provide resources and supports for students that increase accessibility, promote student agency and attainment to student outcomes?

**1d. Designing and Analyzing Assessments**

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>The SLP is effective in designing and analyzing assessments when:</p> <ul style="list-style-type: none"> <li>• Assessments provide evidence of student understanding of the content and mastery of outcomes, as well as reveal specific misunderstandings;</li> <li>• Formative assessments give an accurate picture of student learning, and lesson plans indicate possible adjustments based on assessment data.</li> <li>• Progress reports are clearly communicated to all stakeholders</li> </ul>	

**Considerations:**

- How are assessments providing an accurate picture of student learning, driving instruction and indicating possible adjustments?
- How does the SLP use multiple sources of assessment data to develop a clear, detailed understanding of students' level of knowledge and skill to guide planning?
- Are the SLP reports and presentations communicated clearly and understood by the team members?

## ***Domain 2 Learning Environments***

Service Providers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

### **2a. Cultivating respectful and affirming environments**

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>The SLP is effective in cultivating a respectful and affirming environment by:</p> <ul style="list-style-type: none"> <li>• Building positive rapport and trusting, supportive relationship with student(s), staff and families;</li> <li>• Honoring students' identities, race, and cultural background.</li> <li>• The level of verbal and nonverbal participation of students indicates that most feel connected to their learning community which reflects their collective identity while honoring individual variations of their racial and cultural identities.</li> <li>• Establishing a clear and culturally competent approach to conflict resolution and using it effectively to resolve conflict and restore trust.</li> <li>• Providing supports that are deployed efficiently and effectively, and all students are able to access what they need.</li> </ul>	

#### **Considerations:**

- How has the SLP built a positive rapport and trusting, supportive relationship with student(s), staff and families?
- How do the interactions, both between the SLP and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background?
- In what ways does the SLP demonstrate cultural competence in creating an inclusive learning environment?
- How does the SLP manage and resolve conflicts? How is trust restored?
- How does the SLP deploy supports so that all students are able to access what they need?

### **2b. Fostering a Culture for Learning**

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>The SLP is effective in fostering a culture for learning by:</p> <ul style="list-style-type: none"> <li>• Creating a safe learning environment in which student(s) are willing to interact positively with each other and share responsibility for learning.</li> <li>• Intentionally encouraging curiosity, critical thinking, reasoning, and reflection.</li> <li>• Demonstrating a belief in the importance of learning and personal growth that motivates students to succeed and flourish.</li> <li>• Intentionally developing and celebrating confidence, resilience, persistence, and teamwork that support student perseverance.</li> </ul>	

#### **Considerations:**

- How does the SLP create a safe learning environment in which student(s) are willing to interact positively with each other and share responsibility for learning?
- How does the SLP intentionally encourage curiosity, critical thinking, reasoning and reflection in students?
- How does the SLP develop and celebrate student confidence, resilience, persistence, and teamwork?

### 2c. Supporting positive student behavior

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>SLPs effectively maintain purposeful environments by:</p> <ul style="list-style-type: none"> <li>Communicating and reinforcing high standards of behavior for all students</li> <li>Promoting and positively reinforcing social competence by explicitly teaching and modeling social skills, building student(s)' capacity to self-regulate and take responsibility for their actions</li> <li>Employing strategies to re-engage students to expected behaviors.</li> <li>Explicitly teaching, modeling and reinforcing habits of character to promote learning, ethical behavior, and citizenship.</li> </ul>	

#### Considerations:

- How does the SLP communicate and reinforce high standards of behavior for all students?
- How does the SLP explicitly teach and model social skills, and build student(s)' capacity to self-regulate and take responsibility for their actions?
- How do students respond to the SLP's use of strategies to re-engage behavior appropriately?
- How does the SLP explicitly teach, model and reinforce habits of character that promote learning, ethical behavior, and citizenship?

### Domain 3: Learning Experiences

Service Providers implement intervention to support student(s) in rigorous and relevant learning and to promote their curiosity about the world at large.

### 3a Communicating About Purpose and Content

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>The SLP is effective in community about purpose and and content by:</p> <ul style="list-style-type: none"> <li>Clearly explaining what students will be learning and why, how it is situated within broader purposes, how they will learn it, and what success will look like.</li> <li>Making sure the explanation of content is accurate, appropriately scaffolded, relevant to the experiences of students, and/or explained in multiple, engaging ways to support conceptual understanding;</li> <li>Making sure the Implementation of intervention has a coherent progression and aligned with IEP goals and instructional expectations/ standards.</li> </ul>	

#### Considerations:

- How do students connect to the purpose and value of learning to grow both academically and personally?
- What are some ways that students show that they understand the expectations associated with learning activities and the process of learning?
- How do students demonstrate that content has been explained in a way that enhances their understanding?



### 3b Using Questioning and Discussion Techniques

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>The SLP effectively uses questioning and discussion techniques by:</p> <ul style="list-style-type: none"> <li>Using open-ended and higher- level questions that facilitate genuine discussions that allow students to think critically and offer multiple perspectives, challenging them to deepen their understanding.</li> <li>Using resources, technology and groupings that support student collaboration and engagement with tasks and construction of learning.</li> <li>Using a balance of support and challenge to help students advance their learning.</li> <li>Varying the student and service provider roles allows multiple ways for students to direct their learning, solve problems and build independence</li> </ul>	

#### Considerations:

- What kinds of open-ended and higher- level questions does the SLP ask in order to create genuine discussions allowing students to think critically and offer multiple perspectives, challenging them to deepen understanding?
- How does the SLP use resources, technology and groupings that support student collaboration and engagement with tasks and questions and maximizes construction or use of learning in multiple ways?
- How does SLP use a balance of support and challenge to help students advance their learning?
- How does the SLP vary the student and service provider roles in order to allow multiple ways for students to direct their learning, solve problems and build independence?

### 3c Engaging Students in Learning

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>The SLP effectively engages students by:</p> <ul style="list-style-type: none"> <li>Effectively using instructional materials and resources to support intellectual engagement and deep learning of the content; they are varied and used to support equitable access to the content;</li> <li>Pacing the intervention/lesson appropriately in order to support high levels of engagement, deeper learning, and skill attainment;</li> <li>Providing students with multiple and effective opportunities to think, reflect, and consolidate understanding.</li> </ul>	

#### Considerations:

- In what ways are instructional materials and resources used to support deep learning by all students?
- How does the SLP ensure the pacing of the intervention/lesson is at an appropriate level in order to support high levels of engagement, deeper learning, and skill attainment?
- How does the SLP provide students with multiple and effective opportunities to think, reflect, and consolidate understanding?
- Does the SLP monitor progress of individuals and groups of students in order to evaluate the achievement of the lesson purpose/objective?
- Does the SLP provide feedback that is accurate, specific and helps students advance their skills?
- Does the SLP adjust service delivery strategies or assessments during and between lessons that is targeted to group and/or individual needs based on consistent online data collection during sessions?
- Are the instructional materials and resources used effectively to support intellectual engagement and deep learning of the content; they are varied and used to support equitable access to the content?

### 3d Using Assessment for Learning

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>The SLP is effective in using assessment for learning by:</p> <ul style="list-style-type: none"> <li>Using questions and assessments to elicit accurate evidence of student understanding and models strategies for self-assessment, allowing students to successfully analyze their own progress toward goals.</li> <li>Adjusting delivery services during and in between lessons that are targeted to group and/or individual needs based on assessment data.</li> <li>Providing students with timely, constructive feedback that advances learning.</li> </ul>	

#### Considerations:

- How does the SLP use a variety of formative and summative assessments that provide multiple measures of student(s)' understanding of concepts and development of skills in regards to developmental expectations or standards?
- How does the SLP make connections between assessment results to inform future planning and service delivery?
- How does the SLP model strategies for self-assessment, allowing students to successfully analyze their own progress toward goals?
- How do students receive and utilize high quality feedback to advance their learning?

### *Domain 4 Principle Teaching*

Service Providers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

### 4a Engaging in Reflective Practice

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>The SLP's reflective practice is effective when he/she:</p> <ul style="list-style-type: none"> <li>Draws on evidence from the lesson, including student work, to assess the effectiveness of specific elements of instruction/intervention and their impact on student learning and development.</li> <li>Analyzes the impact of their own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning.</li> <li>Considers multiple paths forward; communicates a commitment to the success of all students; and plans, practices, and implements improvements.</li> </ul>	

#### Considerations:

- How does the SLP utilize multiple sources of evidence to analyze their practice and the effectiveness of his/her intervention/instruction?
- What evidence indicates that the SLP utilizes the results of self-assessment to guide the purposeful acquisition of new knowledge and skills?
- In what ways does the SLP utilize self-reflection and new ideas to demonstrate a personal commitment to continuous improvement?

#### 4b. Documenting Student Progress

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>The SLP is effective in documenting student progress when:</p> <ul style="list-style-type: none"> <li>• There is a clear system for tracking progress toward mastery and the SLP communicates understandable and useful information to students and those who support them.</li> <li>• He/She engages students and those who support them (ie. parents/guardians) in setting and monitoring their progress toward their goals.</li> <li>• He/She has accurate and accessible systems for tracking student learning and other records; they use these systems efficiently and effectively.</li> </ul>	

#### Considerations:

- What evidence indicates that there is a clear system used by the SLP to track mastery of learning goals?
- How does the SLP, students, and those that support them share responsibility and ownership of student progress?
- In what ways does the SLP ensure that records are created and maintained in a reliable, accurate, and accessible fashion?

#### 4c Engaging Families and Communities

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>The SLP effectively in engages families and communities by:</p> <ul style="list-style-type: none"> <li>• Being respectful and developing a cultural awareness through learning and affirming their values and cultural backgrounds.</li> <li>• Frequently sharing accessible, informative updates about the standards, curriculum, and/or learning expectations and seeks input from families.</li> </ul>	

#### Considerations:

- How does the SLP engage families and communities with respect and cultural awareness, learning and affirming their values and cultural backgrounds?
- In what ways is the SLP frequently sharing accessible, informative updates about the standards, curriculum, and/or learning expectations and seeks input from families?

#### 4d Contributing to School Community and Culture

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>The SLP effectively contributes to the school community and culture by:</p> <ul style="list-style-type: none"> <li>• Developing supportive and collaborative relationships with colleagues that are built on mutual respect and trust.</li> <li>• Regularly and actively participating in and contributes thoughtfully to professional inquiry.</li> <li>• Makes a substantial contribution to school events, projects, and initiatives.</li> </ul>	

**Considerations:**

- What evidence indicates that the SLP has developed strong relationships that build relational trust with students and colleagues?
- In what ways does the SLP model a culture of thoughtful, generative professional inquiry?
- What are some ways that the SLP leads in developing and implementing school events, projects, and initiatives for students and colleagues?

**4e. Growing and Developing Professionally**

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>The SLP is effective in acting in service of students when he/she:</p> <ul style="list-style-type: none"> <li>• Regularly seeks out and identifies high- quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities.</li> <li>• Accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success.</li> <li>• Invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.</li> </ul>	

**Considerations:**

- How does the SLP identify opportunities for growth to help them better meet the needs of students?
- What evidence indicates that the SLP respects cultural differences and works to develop and demonstrate cultural competence?
- What are some ways that the SLP shows a commitment to seeking and utilizing high-quality feedback?

**4f. Acting in Service of Students**

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>The SLP is effective in acting in service of students when he/she:</p> <ul style="list-style-type: none"> <li>• Is known for and looked to as a model of care, honesty, and integrity.</li> <li>• Makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide.</li> <li>• Is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's and community's values, even when it may not be popular or comply with policy.</li> </ul>	

**Considerations:**

- What evidence indicates that the SLP models care, honesty, and integrity and takes the lead in developing and encouraging others to develop these qualities?
- In what ways does the SLP ensure that the decisions he/she makes is in the best interest of students, families, and colleagues?
- How does the SLP model and take the lead in advocating for students, families, and colleagues?

## School Psychologist Single-point Competencies

\* Adapted from the [National Associations of School Psychologist \(NASP\)](#) Professional Standards

### **Domain 1: Professional Practices**

**1a. Data-based Decision Making:** School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multi-tiered system of supports

**1b. Consultation and Collaboration:** School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services.

Areas of Strength	Effective	Opportunities for Growth/Next Steps
	<p>The School Psychologist is effective in their decision making and consultation and collaborative practices by:</p> <ul style="list-style-type: none"> <li>• Using advanced data analysis techniques.</li> <li>• Designing and implementing innovative, evidence-based interventions;</li> <li>• Consistently using a variety of data sources to inform decision-making processes.</li> <li>• Regularly collaborating with colleagues in order to significantly impact student outcomes</li> </ul> <p><i>Possible Look-Fors:</i></p> <ul style="list-style-type: none"> <li>• In collaboration with other members of an interdisciplinary team, the School Psychologist conducts assessments to determine students' need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans.</li> <li>• The school psychologist collects and analyzes data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, system) to understand students' needs and to select and implement evidence-based instructional and mental and behavioral health interventions and supports.</li> <li>• The school psychologist uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental and behavioral health services.</li> <li>• The school psychologist consults and collaborates with educational professionals at the individual, family, group, and systems levels, carefully considering the viewpoints of all parties involved when making decisions.</li> </ul>	

### **Considerations:**

- How consistently does the SP collect and analyze data to inform decisions?
- What methods does the SP use to ensure the collection of data is accurate and relevant?
- How effective is the SP in using data to develop comprehensive intervention plans?
- Can the SP provide examples of how data-driven decision making has positively impacted student outcomes?
- What strategies does the SP use to facilitate effective communication and collaboration?
- How does the SP ensure that all voices are heard and valued during consultations?
- Can the SP provide examples of successful collaborative efforts that have improved student outcomes?

## **Domain 2: Direct and Indirect Services for Students, Families and Schools**

**2a. Academic Intervention and Instructional Supports:** School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

**2b. Mental and Behavioral Health Services and Interventions:** School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning.

**2c. School-wide Practices to Promote Learning:** School psychologists understand systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health.

**2d. Services to Promote Safe and Supportive Schools:** School psychologists understand principles and research related to social-emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multi-tiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools.

**2e. Family, School, and Community Collaboration:** School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

Areas of Strength	Effective	Opportunities for Growth/ Next Steps
	<p>The School Psychologist is effective in providing direct and indirect services for students, families, and the school by:</p> <ul style="list-style-type: none"> <li>• Providing consistent academic support and effective interventions.</li> <li>• Utilizing a variety of instructional strategies to address individual student needs.</li> <li>• Providing consistent mental and behavioral health support and effective interventions that meet student needs.</li> <li>• Being actively involved in school-wide practices and by playing a key role in support of learning improvement.</li> <li>• Being actively involved in promoting a safe and supportive school; and plays a key role in safety planning.</li> <li>• Regularly collaborating with families and community and significantly impacts student support.</li> </ul> <p><i>Possible Look-Fors:</i></p> <ul style="list-style-type: none"> <li>• The school psychologist promotes interventions and accommodations to help students enhance their capacity to be self-regulated learners, fostering their ability to set learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.</li> <li>• The school psychologist works with other school personnel to develop, implement, and evaluate effective interventions to improve learning engagement and academic outcomes.</li> <li>• The school psychologist demonstrates an understanding of the impact of trauma on social, emotional, and behavioral functioning and, in collaboration with others, works to implement practices to reduce the effects of trauma on learning and behavior.</li> <li>• In collaboration with others, the school psychologist incorporates evidence-based strategies in the design, implementation, and evaluation of policies and practices in areas such as discipline, grading, instructional support, staff training, school improvement activities, program evaluation, and home-school partnerships.</li> <li>• The school psychologist provides services that foster a positive school climate and use their expertise to build and enhance relationships that lead</li> </ul>	



	<p>to greater school connectedness for students, staff, families, and communities.</p> <ul style="list-style-type: none"> <li>• advocate for families and support parents and other caregivers in their involvement in</li> <li>• school activities, both for addressing individual students' needs and for participating in classroom and school</li> <li>• events. They acknowledge barriers to school engagement and take steps to help families overcome them.</li> </ul>	
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**Considerations:**

- What evidence-based interventions does the SP use to support students academically?
- How does the SP monitor and adjust interventions to ensure they are effective?
- How does the SP collaborate with other professionals to provide comprehensive mental health service?
- What strategies does the SP use to support a positive learning environment?
- How does the SP measure the impact of school-wide practices on student learning?
- In what ways does the SP contribute to creating a safe and supportive school environment?
- What strategies does the SP use to promote safety and support for all students?
- Can the SP provide examples of interventions that have supported learning outcomes and/or mental and behavioral health needs?
- What strategies does the SP use to address the needs of a diverse student population?
- In what ways does the SP acknowledge barriers to school engagement that families and/or other caregivers might face, and how does the SP help them overcome those barriers?

**Domain 3: Foundations of School Psychological Service Delivery**

**3a. Equitable Practices for Diverse Student Populations:** School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning.

**3b. Research and Evidence-based Practice:** School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings.

**3c. Legal, Ethical, and Professional Practice:** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Areas of Strength	Effective	Opportunities for Growth/ Next Steps
	<p>The School Psychologist is effective in their foundational service delivery when he/she:</p> <ul style="list-style-type: none"> <li>• Regularly implements equitable practices in his/her service delivery.</li> <li>• Significantly contributes to addressing the needs of diverse student populations.</li> <li>• Regularly uses research and evidence-based practices in his/her service delivery.</li> <li>• Consistently adherences to legal, ethical, and professional standards.</li> </ul> <p><i>Possible Look-Fors:</i></p> <ul style="list-style-type: none"> <li>• In collaboration with others, the school psychologist considers individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental and behavioral health outcomes for all children in family, school, and community settings.</li> <li>• The school psychologist has advanced knowledge about special education and related services, and they use that knowledge to promote specialized instructional and support practices within special education that meet the diverse needs of children with disabilities.</li> </ul>	

	<ul style="list-style-type: none"> <li>• The school psychologist applies knowledge of evidence-based interventions and programs in the design, implementation, and evaluation of the fidelity and effectiveness of school-based intervention plans.</li> <li>• The school psychologist accesses, evaluates, and uses information sources and technology in ways that safeguard and enhance the quality of services, security of confidential information, and responsible record keeping.</li> </ul>	
<p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>• How does the SP ensure that his/her practices are equitable and inclusive for all students?</li> <li>• How does the SP assess the effectiveness of his/her equitable practices?</li> <li>• What strategies does the SP use to integrate research into his/her practices?</li> <li>• How does the SP stay well informed about the latest research and evidence-based practices in school psychology?</li> <li>• How does the SP ensure that his/her practices adhere to legal, ethical and professional standards?</li> <li>• How does the SP stay current with changes in laws and ethical guidance?</li> <li>• In what ways does the SP handle ethical dilemmas in his/her practice?</li> </ul>		

## Social Worker Rubric

\* Adapted from the [National Association of Social Workers](#) (NASW) Professional Standards

Domain 1: Professional Competence and Integrity				
Indicators / Level of Performance	Below Standard	Developing	Effective	Distinguished
<p><b>1a. Ethics and Values:</b> <b>Upholds the ethical principles and values of the social work profession.</b></p> <p><i>School social workers must adhere to the NASW Code of Ethics, which emphasizes service, social justice, dignity, confidentiality, and worth of the person, importance of human relationships, integrity, and competence.</i></p> <p><i>For example, a school social worker might advocate for a student's right to an equitable education regardless of their background.</i></p>	<p>Demonstrates inconsistent adherence to ethical guidelines and struggles to apply ethical principles in practice. Shows limited understanding of ethical considerations.</p> <p>Example: Fails to seek supervision when faced with ethical dilemmas, compromising the well-being of clients.</p>	<p>Shows improvement in applying ethical principles and seeks guidance when faced with ethical dilemmas. Works on increasing knowledge of ethical standards.</p> <p>Example: Seeks consultation from colleagues or supervisors when unsure about ethical decisions and engages in ongoing ethics training.</p>	<p>Demonstrates a strong understanding of ethical guidelines and consistently applies them in practice. Maintains professional boundaries and upholds ethical values.</p> <p>Example: Maintains confidentiality of client information, seeks supervision when needed, and advocates for ethical practice within the organization.</p>	<p>Exemplifies exceptional ethical behavior and serves as a role model for ethical practice. Actively promotes ethical standards within the profession.</p> <p>Example: Leads ethics discussions, mentors colleagues on ethical dilemmas, and advocates for ethical policies at a broader level.</p>
<p><b>1b. Qualifications:</b> <b>Maintains the necessary credentials and ongoing professional development to provide high-quality services.</b></p> <p><i>A social worker ensures they have the necessary licensure and credentials to practice, and they seek supervision when working in unfamiliar areas of practice.</i></p>	<p>Demonstrates a lack of necessary qualifications for the role. Shows limited understanding of professional requirements and standards.</p> <p>Example: Lacks essential credentials for the position and fails to engage in ongoing professional development.</p>	<p>Works towards meeting professional qualifications and seeks opportunities for professional growth. Shows progress in acquiring necessary credentials.</p> <p>Example: Pursues additional training to meet job requirements and seeks mentorship from experienced professionals.</p>	<p>Possesses required qualifications for the role and engages in continuous learning to enhance professional skills. Demonstrates a commitment to meeting professional standards.</p> <p>Example: Maintains up-to-date qualifications and participates in workshops or conferences to enhance skills.</p>	<p>Exceeds qualifications for the role and actively pursues advanced certifications or training. Serves as a leader in professional development within the field.</p> <p>Example: Holds multiple certifications, mentors others in professional development, and contributes to setting industry standards.</p>
<p><b>1c. Professional Development:</b> <b>Engages in lifelong learning and staying current with social work practice.</b></p> <p><i>A social worker attends workshops on the latest social work practices and</i></p>	<p>Shows limited interest in professional growth and development. Fails to seek out learning opportunities or engage in continuing education.</p> <p>Example: Does not participate in training</p>	<p>Works on expanding professional knowledge and skills through training and workshops. Begins to set professional development goals and seeks mentorship.</p>	<p>Actively pursues opportunities for professional growth, engages in continuing education, and stays current with industry trends. Seeks feedback for</p>	<p>Excels in continuous learning and skill development, pursues advanced certifications or degrees, and contributes to the professional</p>

<p><i>integrates new knowledge into their practice. They should engage in continuous learning.</i></p> <p><i>For instance, attending workshops on the latest interventions for trauma-informed care.</i></p>	<p>sessions or workshops, limiting professional growth.</p>	<p>Example: Attends conferences to expand knowledge, sets goals for professional development, and seeks mentorship from experienced professionals.</p>	<p>professional improvement.</p> <p>Example: Pursues advanced certifications, stays informed about latest research in the field, and mentors junior colleagues in professional development.</p>	<p>development of others.</p> <p>Example: Leads professional development initiatives, conducts training sessions for peers, and contributes to the development of new training programs.</p>
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## Domain 2: Client Centered Practice

Indicators / Level of Performance	Below Standard	Developing	Effective	Distinguished
<p><b><u>2a Assessment:</u></b> <b>Conducts thorough evaluations of clients' needs and strengths.</b></p> <p><i>A social worker conducts a comprehensive assessment of a student's needs, strengths, and challenges to inform the development of a tailored service plan.</i></p> <p><i>An example would be utilizing an evidenced based risk assessment tool to measure the need for higher level of care for a student who has intrusive thoughts.</i></p>	<p>Conducts assessments inconsistently and lacks thoroughness in gathering client information. Shows limited ability to identify client needs.</p> <p>Example: Skips essential assessment steps, leading to incomplete understanding of client needs.</p>	<p>Demonstrates improvement in conducting assessments and identifying client strengths and challenges. Works on enhancing assessment tools and techniques.</p> <p>Example: Uses standardized assessment tools and incorporates client feedback to enhance assessment accuracy.</p>	<p>Conducts comprehensive assessments, identifies client needs accurately, and uses assessment data to inform practice. Regularly evaluates assessment processes for improvement.</p> <p>Example: Conducts thorough assessments, considers cultural factors, and collaborates with clients to develop comprehensive assessment plans.</p>	<p>Excels in conducting in-depth assessments, utilizing a variety of assessment tools, and applying assessment findings to tailor interventions effectively.</p> <p>Examples: Develops new assessment tools, trains others in assessment techniques, and contributes to research on effective assessment practices.</p>
<p><b><u>2b. Intervention:</u></b> <b>Implements effective strategies to support clients' well-being.</b></p> <p><i>School social workers should intervene with strategies that are evidence-based and support student success.</i></p> <p><i>For instance, utilizing evidence- based calming/ coping/ regulating techniques to calm a student out of a panic/anxiety attack and teaching the independent use of those skills.</i></p>	<p>Implements interventions inconsistently and struggles to align interventions with client goals. Shows limited creativity in developing intervention plans.</p> <p>Example: Implements interventions without client input, leading to lack of engagement in the therapeutic process.</p>	<p>Works on implementing evidence-based interventions and collaborates with clients to develop intervention strategies. Shows progress in adjusting interventions based on client feedback.</p> <p>Example: Collaborates with clients to develop intervention plans, seeks feedback on intervention effectiveness, and adjusts interventions based on client needs.</p>	<p>Implements interventions effectively, aligns interventions with client goals, and evaluates intervention outcomes regularly. Adapts interventions based on client progress.</p> <p>Example: Utilizes a variety of evidence-based interventions, evaluates intervention outcomes, and modifies interventions to achieve desired client outcomes.</p>	<p>Excels in developing innovative intervention strategies, demonstrates flexibility in intervention approaches, and serves as a resource for best practices in interventions.</p> <p>Example: Designs new intervention approaches, trains colleagues on effective interventions, and contributes to research on</p>

				innovative intervention methods.
<p><b><u>2c. Decision Making and Practice Evaluation:</u></b> <b>Utilizes evidence-based decision-making and evaluating practice outcomes.</b></p> <p><i>School social workers use data to guide service delivery and evaluate their practice regularly to improve and expand services.</i></p> <p><i>For instance, understanding who within the school setting/system should be consulted/ informed/ collaborated with when making decisions about a student's goals/interventions/emergent issues.</i></p>	<p>Makes decisions impulsively without considering all factors. Fails to evaluate the effectiveness of interventions and lacks a systematic approach to practice evaluation.</p> <p>Example: Makes treatment decisions without consulting with supervisors or considering alternative approaches.</p>	<p>Works on improving decision-making processes by seeking consultation and considering various perspectives. Begins to implement practice evaluation methods to assess outcomes.</p> <p>Example: Seeks feedback from colleagues on complex cases and starts using outcome measures to evaluate intervention effectiveness.</p>	<p>Makes informed decisions based on assessment data and client input. Regularly evaluates practice outcomes and adjusts interventions accordingly. Utilizes evidence-based practices in decision-making.</p> <p>Example: Utilizes client feedback to inform decision-making, conducts regular outcome evaluations, and adjusts interventions based on evaluation results.</p>	<p>Excels in strategic decision-making, conducts thorough practice evaluations, and contributes to best practice guidelines through evaluation research.</p> <p>Example: Leads practice evaluation initiatives, conducts research on treatment outcomes, and contributes to the development of evidence-based practice guidelines.</p>
<b>Domain 3: Organization and Workload Management</b>				
<b>Indicators / Level of Performance</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<p><b><u>3a. Record Keeping:</u></b> <b>Maintaining accurate and confidential client records.</b></p> <p><i>School social workers meticulously document student interactions, assessments, and interventions in case files while ensuring privacy and security.</i></p>	<p>Maintains disorganized or incomplete client records. Fails to document important interactions and interventions accurately.</p> <p>Example: Forgets to document client sessions, leading to gaps in treatment history.</p>	<p>Works on improving record-keeping practices by ensuring all required information is documented. Begins to use electronic record-keeping systems effectively.</p> <p>Example: Implements a system for consistent record keeping, ensures all interventions are documented accurately, and seeks training on electronic record-keeping software.</p>	<p>Maintains accurate and up-to-date client records, documents interactions thoroughly, and follows agency guidelines for record keeping. Ensures confidentiality and security of client information.</p> <p>Example: Documents client progress systematically, maintains confidentiality of records, and conducts regular audits to ensure accuracy.</p>	<p>Excels in maintaining detailed and organized client records, utilizes technology for efficient record keeping, and mentors others on best practices in record management.</p> <p>Example: Develops new record-keeping protocols, trains colleagues on record management best practices, and contributes to policy development on record-keeping standards.</p>
<p><b><u>3b. Workload Management:</u></b> <b>Effectively manages time and resources to meet professional responsibilities.</b></p>	<p>Struggles to prioritize tasks and meet deadlines. Feels overwhelmed by workload and lacks effective time management skills.</p>	<p>Works on improving time management and task prioritization. Seeks strategies to handle workload efficiently and sets realistic goals for workload management.</p>	<p>Manages workload effectively, prioritizes tasks based on urgency and importance, and delegates responsibilities when</p>	<p>Excels in managing complex workloads, demonstrates exceptional organizational skills, and serves as a resource for workload</p>

<p><i>School social workers must manage their workload to provide effective services.</i></p> <p><i>An example is creating a system or process to manage multiple students' academic/social/emotional/behavioral needs in order to access their education.</i></p>	<p>Example: Misses deadlines for progress notes, struggles to keep track of client appointments, and feels constantly overwhelmed by workload.</p>	<p>Example: Implements a task prioritization system, sets boundaries to manage workload, and seeks support from colleagues for workload management strategies.</p>	<p>necessary. Maintains a balance between work demands and self-care.</p> <p>Example: Uses technology to streamline workload management, delegates tasks effectively, and maintains a healthy work-life balance.</p>	<p>management strategies.</p> <p>Example: Takes on leadership roles in workload management initiatives, mentors others in effective workload management practices, and contributes to organizational efficiency improvements.</p>
<p><b><u>3c. Interdisciplinary Leadership and Collaboration:</u></b> <b>Leads and collaborates within multidisciplinary teams to enhance service delivery.</b></p> <p><i>School social workers take a leadership role in a multidisciplinary team, fostering collaboration to enhance service delivery to students.</i></p> <p><i>For example, a social worker might coordinate with teachers, psychologists, and parents to support a student's Individualized Education Program (IEP).</i></p>	<p>Struggles to work collaboratively with other professionals from different disciplines. Fails to communicate effectively with interdisciplinary team members and lacks leadership skills in a team setting.</p> <p>Example: Resists input from team members, fails to share information across disciplines, and struggles to resolve conflicts within the team.</p>	<p>Works on improving interdisciplinary communication and collaboration skills. Seeks opportunities to lead interdisciplinary initiatives and shows progress in understanding roles of various team members.</p> <p>Example: Participates in interdisciplinary meetings, seeks feedback from team members, and takes on leadership roles in small team projects.</p>	<p>Collaborates effectively with interdisciplinary team members, communicates clearly and respectfully, and demonstrates leadership qualities in promoting team cohesion and shared goals.</p> <p>Example: Facilitates communication among team members, resolves conflicts constructively, and leads interprofessional initiatives to enhance client care.</p>	<p>Excels in leading interdisciplinary teams, fosters collaboration among diverse professionals, and advocates for interdisciplinary approaches to client care.</p> <p>Example: Leads large interdisciplinary projects, mentors team members on collaboration skills, and advocates for interdisciplinary teamwork at organizational levels.</p>
<b>Domain 4: Social Justice and Advocacy</b>				
<b>Indicators/Level of Performance</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
<p><b><u>4a. Cultural Competence:</u></b> <b>Provides services that are respectful of and responsive to the cultural backgrounds of clients.</b></p> <p><i>School social workers demonstrate cultural competence by incorporating culturally relevant practices and showing respect for clients' cultural backgrounds.</i></p>	<p>Demonstrates limited understanding of diverse cultures and struggles to apply cultural competence in practice. Shows insensitivity towards cultural differences and lacks awareness of biases.</p> <p>Example: Makes assumptions based on stereotypes, ignores cultural differences in</p>	<p>Works on increasing cultural awareness and understanding of diverse backgrounds. Seeks training on cultural competence and shows efforts to incorporate cultural considerations into practice.</p> <p>Example: Seeks cultural competency training, engages in self-reflection on biases, and</p>	<p>Demonstrates respect for diverse cultures, actively seeks to learn about different cultural norms, and adapts practice to meet the needs of diverse populations. Recognizes and addresses biases effectively.</p> <p>Example: Adapts interventions to align</p>	<p>Excels in embracing cultural diversity, advocates for culturally competent practices, and serves as a leader in promoting inclusivity and equity.</p> <p>Example: Leads cultural competency initiatives, educates colleagues on cultural awareness, and</p>



<p><i>An example is a social worker who is open to engage in conversations with families and educators about cultural differences and diversities.</i></p>	<p>client interactions, and fails to address cultural barriers in treatment.</p>	<p>incorporates cultural considerations into treatment plans.</p>	<p>with cultural beliefs, seeks feedback from clients on cultural sensitivity, and advocates for culturally competent policies within the organization.</p>	<p>advocates for culturally diverse representation in decision-making processes.</p>
<p><b>4b. Advocacy:</b> <b>Promotes social change and advocating for policies that advance the well-being of individuals, families, and communities.</b></p> <p><i>School social workers advocate for student needs and systemic change is key.</i></p> <p><i>An example is working with building and district administration to make change that promotes equitable practice.</i></p>	<p>Shows limited interest in advocating for clients' rights and needs. Fails to recognize the importance of advocacy in social work practice and lacks engagement in advocacy efforts.</p> <p>Example: Avoids discussions on social justice issues, lacks advocacy for clients in challenging situations, and does not engage in advocacy activities.</p>	<p>Works on understanding the role of advocacy in social work and begins to advocate for individual clients. Shows willingness to learn about advocacy strategies and techniques.</p> <p>Example: Participates in local advocacy events, advocates for clients' needs within the organization, and seeks training on advocacy strategies.</p>	<p>Advocates for clients' rights and social justice issues, participates in advocacy campaigns, and collaborates with community organizations to address systemic issues. Uses advocacy to empower clients.</p> <p>Example: Advocates for clients in challenging situations, collaborates with community partners on advocacy projects, and speaks out on social justice issues affecting clients.</p>	<p>Excels in advocacy efforts at individual, community, and policy levels. Leads advocacy campaigns, influences policy changes, and advocates for marginalized populations.</p> <p>Example: Leads advocacy initiatives, influences policy changes through advocacy efforts, and advocates for systemic reforms to address social injustices.</p>

## Social Worker Single-Point Competencies

\* Adapted from the [National Association of Social Workers](#) (NASW) Professional Standards

<b>Domain 1: Professional Competence and Integrity</b> <b>1a. Ethics and Values</b> - Upholds the ethical principles and values of the social work profession. <b>1b. Qualifications</b> - Maintains the necessary credentials and ongoing professional development to provide high-quality services. <b>1c. Professional Development</b> - Engages in lifelong learning and staying current with social work practice.		
Areas of Strength	Effective	Opportunities for Growth/ Next Steps
	<p>The social worker demonstrates competence and integrity through:</p> <ul style="list-style-type: none"> <li>• A strong understanding of ethical guidelines and consistently applies them in practice.</li> <li>• Maintaining professional boundaries and upholding ethical values.</li> <li>• Possessing qualifications for the role and engaging in continuous learning to enhance professional skills.</li> <li>• Demonstrating a commitment to meeting professional standards.</li> <li>• Actively pursuing opportunities for professional growth, engaging in continuing education, and staying current with industry trends.</li> <li>• Seeking feedback for professional improvement.</li> </ul> <p><i>Possible Look-fors:</i></p> <ul style="list-style-type: none"> <li>• <i>Maintains confidentiality of client information, seeks supervision when needed, and advocates for ethical practice within the organization.</i></li> <li>• <i>Maintains up-to-date qualifications and participates in workshops or conferences to enhance skills.</i></li> <li>• <i>Pursues advanced certifications, stays informed about latest research in the field, and mentors junior colleagues in professional development.</i></li> </ul>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>• How does the SW ensure that his/her practice aligns with the NASW Code of Ethics?</li> <li>• How does the SW balance responsibilities with his/her clients (student) to the larger school community?</li> <li>• What steps does the SW take to maintain and enhance his/her professional competence?</li> <li>• In what ways does the SW seek supervision or consultation when faced with complex cases?</li> <li>• Can the SW provide examples of how his/her qualifications positively impacted his/her practice?</li> <li>• In what ways does the SW stay informed about the latest research and developments in social work?</li> <li>• How does the SW apply new knowledge and skills to his/her practice?</li> <li>• Can the SW provide examples of how professional development enhanced his/her services?</li> </ul>		
<b>Domain 2: Client Centered Practice</b> <b>2a. Assessment</b> - Conducts thorough evaluations of clients' needs and strengths. <b>2b. Intervention</b> - Implements effective strategies to support clients' well-being. <b>2c. Decision Making and Practice Evaluation</b> - Utilizes evidence-based decision-making and evaluating practice outcomes.		
Areas of Strength	Effective	Opportunities for Growth/ Next Steps
	<p>The social worker demonstrates client centered practice through:</p> <ul style="list-style-type: none"> <li>• Conducting comprehensive assessments, identifying client needs accurately, and using assessment data to inform practice.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Regularly evaluating assessment processes for improvement.</li> <li>• Implementing interventions effectively, aligning interventions with client goals, and evaluating intervention outcomes regularly.</li> <li>• Adapting interventions based on client progress.</li> <li>• Making informed decisions based on assessment data and client input.</li> <li>• Regularly evaluating practice outcomes and adjusting interventions accordingly.</li> <li>• Utilizing evidence-based practices in decision-making.</li> </ul> <p><i>Possible Look-fors:</i></p> <ul style="list-style-type: none"> <li>• <i>Conducts thorough assessments, considers cultural factors, and collaborates with clients to develop comprehensive assessment plans.</i></li> <li>• <i>Utilizes a variety of evidence-based interventions, evaluates intervention outcomes, and modifies interventions to achieve desired client outcomes.</i></li> <li>• <i>Utilizes client feedback to inform decision-making, conducts regular outcome evaluations, and adjusts interventions based on evaluation results.</i></li> </ul>	
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**Considerations:**

- In what ways does the SW conduct comprehensive assessments of clients' (students) needs and strengths?
- What are some of the tools and methods that are used to ensure accurate and culturally sensitive assessments?
- How does the SW monitor and adjust interventions to ensure they are effective?
- In what ways does the SW use data and evidence to inform his/her decision-making process?

**Domain 3: Organization and Workload Management**

**3a. Record Keeping** - Maintains accurate and confidential client records.

**3b. Workload Management** - Effectively manages time and resources to meet professional responsibilities.

**3c. Interdisciplinary Leadership and Collaboration** - Leads and collaborates within multidisciplinary teams to enhance service delivery.

Areas of Strength	Effective	Opportunities for Growth/ Next Steps
	<p>The social worker demonstrates organization and workload management through:</p> <ul style="list-style-type: none"> <li>• Maintaining accurate and up-to-date client records, documenting interactions thoroughly, and following agency guidelines for record keeping.</li> <li>• Ensuring confidentiality and security of client information.</li> <li>• Managing workload effectively, prioritizing tasks based on urgency and importance, and delegating responsibilities when necessary.</li> <li>• Maintaining a balance between work demands and self-care.</li> <li>• Collaborating effectively with interdisciplinary team members, communicating clearly and respectfully, and demonstrating leadership qualities in promoting team cohesion and shared goals.</li> </ul> <p><i>Possible Look-fors:</i></p> <ul style="list-style-type: none"> <li>• <i>Documents client progress systematically, maintains confidentiality of records, and conducts regular audits to ensure accuracy.</i></li> <li>• <i>Uses technology to streamline workload management, delegates tasks effectively, and maintains a healthy work-life balance.</i></li> <li>• <i>Facilitates communication among team members, resolves conflicts constructively, and leads interprofessional initiatives to enhance client care.</i></li> </ul>	

**Considerations:**

- In what ways does the SW document student interactions, assessments, and interventions in case files while ensuring privacy and security?
- How does the SW balance administrative tasks with direct client/student services?
- In what ways does the SW participate on a multidisciplinary team and foster collaboration to enhance service delivery to students?
- In what ways does the SW contribute to leadership and decision-making processes in interdisciplinary settings?

**Domain 4: Social Justice and Advocacy**

**4a. Cultural Competence** - Provides services that are respectful and responsive to the cultural backgrounds of clients.

**4b. Advocacy** - Promotes social change and advocates for policies that advance the well-being of individuals, families, and communities.

Areas of Strength	Effective	Opportunities for Growth/ Next Steps
	<p>The social worker demonstrates social justice and advocacy through:</p> <ul style="list-style-type: none"> <li>• Demonstrating respect for diverse cultures, actively seeking to learn about different cultural norms, and adapting practice to meet the needs of diverse populations.</li> <li>• Recognizing and addressing biases effectively.</li> <li>• Advocating for clients' rights and social justice issues, participating in advocacy campaigns, and collaborating with community organizations to address systemic issues.</li> <li>• Using advocacy to empower clients.</li> </ul> <p><i>Possible Look-fors:</i></p> <ul style="list-style-type: none"> <li>• <i>Adapts interventions to align with cultural beliefs, seeks feedback from clients on cultural sensitivity, and advocates for culturally competent policies within the organization.</i></li> <li>• <i>Advocates for clients in challenging situations, collaborates with community partners on advocacy projects, and speaks out on social justice issues affecting clients.</i></li> </ul>	

**Considerations:**

- How does the SW ensure that his/her practice is culturally competent and inclusive?
- What strategies does the SW use to address the needs of diverse student populations?
- In what ways does the SW seek to understand and respect clients' cultural background and experiences?
- In what ways does the SW worker advocate for student needs and systemic change?
- What are some of the strategies the SW use to address systemic barriers and promote social justice?

# **Leader Evaluation and Support Plan**

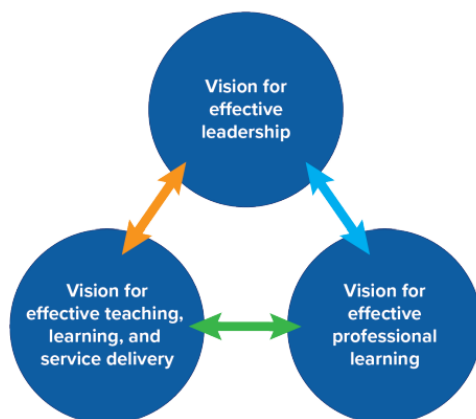
## Leader Evaluation Overview

All leaders will be assigned a primary evaluator (092). **Leaders and evaluators will hold meetings in a spirit of continuous improvement, reflection, and collaboration.** The vision, guiding principles, and overall framework for leader evaluation and support describe a systematic process of continuous improvement and professional learning leading to high-quality professional practices and improved outcomes for educators and students.

The evaluation process will shift the focus from ratings to a process that embraces conversations around new learning, and how that learning has impacted leader practice and educator and student outcomes. The design elements are based on the Connecticut Guidelines for Educator Evaluation (2023), research-based practices and examples from other districts/organizations.

## Professional Learning Standards and Structures

Professional learning is essential to the success of the district's educator evaluation and growth plan. [Learning Forward's Professional Learning Standards 2022](#), serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.

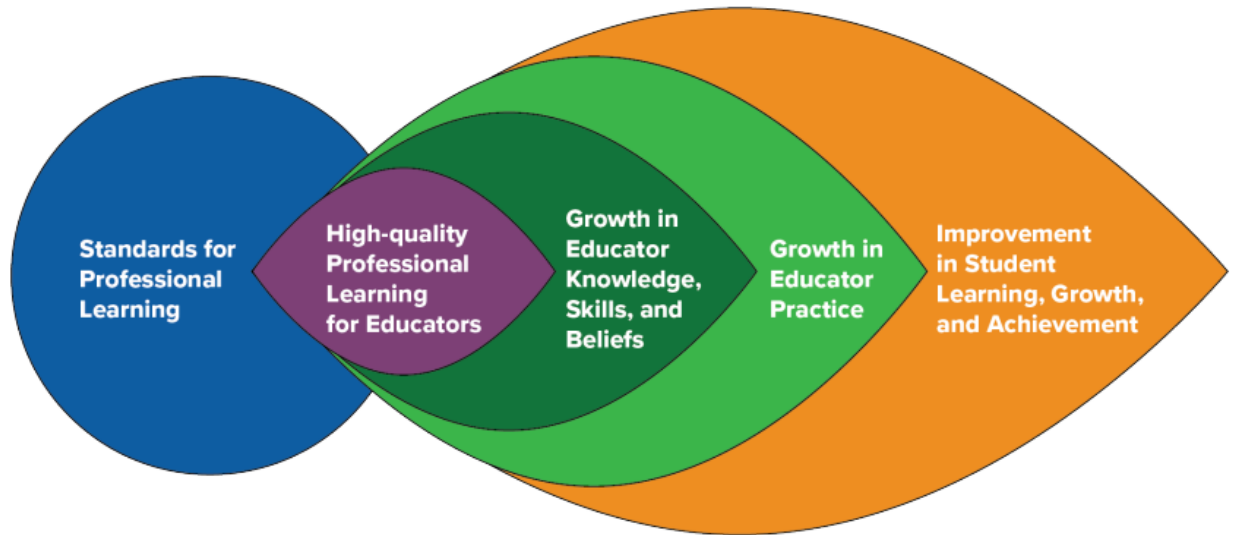


## The Continuous Learning Process for Educators

The evaluation and support model are designed as a continuous learning process. The goal of the continuous learning process is to provide leaders 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 leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goals, professional practice and leader growth, and observation and feedback focus.

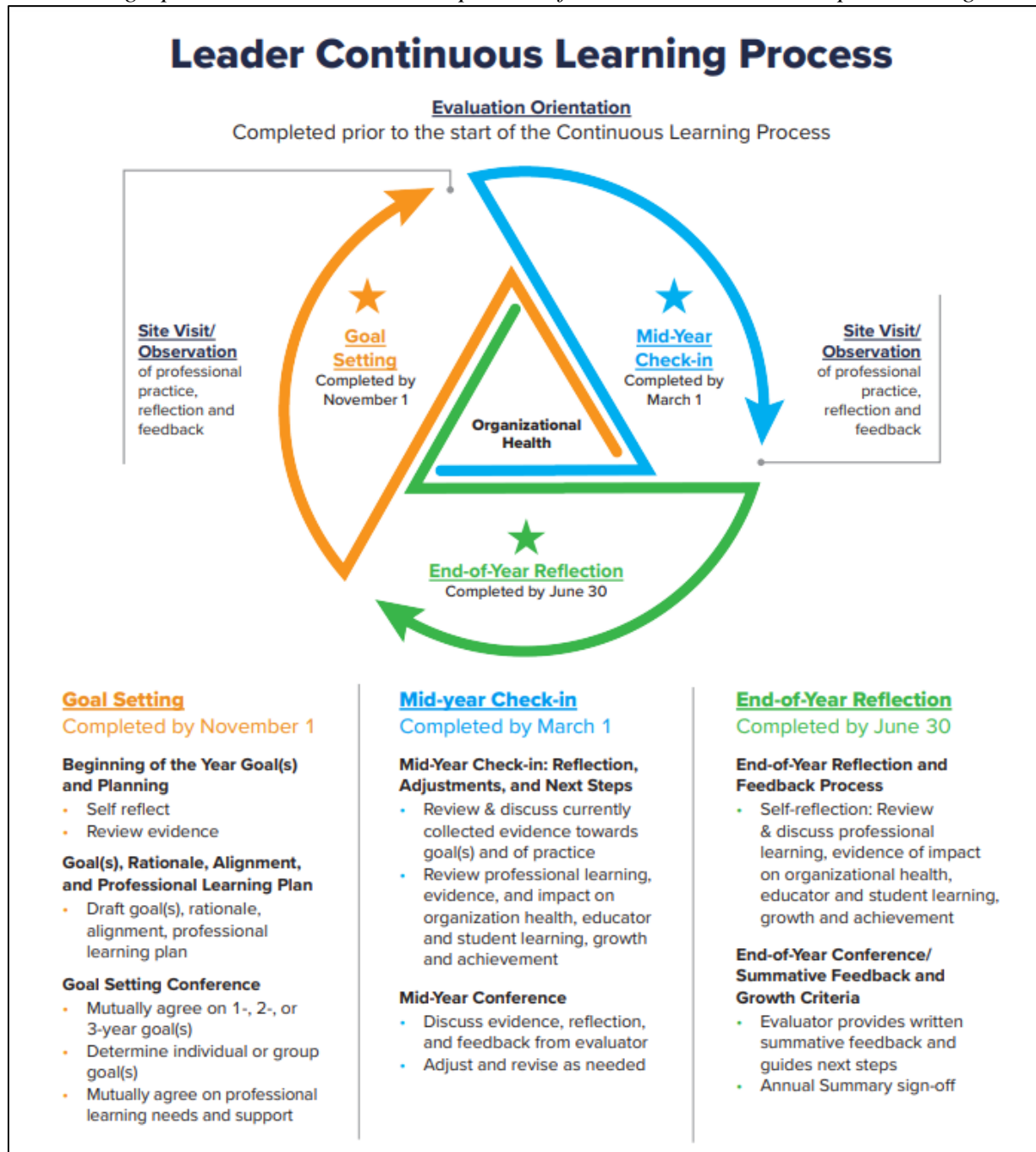


*The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators and students.*



During each school year, a **minimum of three check-ins** (Goal Setting, Mid-Year Check-in, and End-of-the-Year Reflection) provide an opportunity for a reciprocal discussion of what is happening in the department or school, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations and reviews of practice as required by the district plan.

*Below is a graphic with the associated steps and reflections that should take place throughout the process.*



## Leader Orientation

For all leaders who are new to NPS, an orientation on the educator evaluation and support process shall take place no later than **September 1** or prior to the start of the process. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics/single-point competencies and standards
- Observation of practice/Review of practice
- Tiered supports
- Dispute resolution

Periodic training for educators and evaluators will include engaging in and providing reciprocal feedback tied to standards, evidence of professional practice, and revisions to the evaluation plan as required by C.G.S. 10-151b.

## Goal(s) Setting (Completed by November 1)

The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth. Leaders and their evaluators mutually agree upon a 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. Goals should always be connected to standards and be clearly aligned to the district improvement plan.

The leader will:

- Self-assess using the identified rubric.
- Identify a high leverage goal that impacts leadership practice and educator and organizational growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

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 mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

## Midyear Check-in (Completed by March 1)

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 (Completed by June 1)

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. All forms for documentation are hyperlinked within the graphic of the continuous learning process, with further detail for each step.

*(see Appendix B for Goal Setting, Midyear and End of Year Forms)*

## Standards and Criteria for Educators

One of the primary goals of the leader evaluation and support system is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. **Leader practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC.**

The following professional practice standards ground this model's framework: Professional Standards for Educational Leaders.

While a rubric serves as support for self-evaluation, dialogue, and feedback, the CT Education Council recommends that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning. As a best practice, PDEC has adapted Danielson's framework into single point competencies.

Single point competencies are preferred as they focus the discussion and feedback on the desired practice rather than a rating outcome. This will allow:

- The promotion of clear, research-based expectations tied to standards.
- Current rubrics could be used as talking points for feedback and deepening reflection on practice but are encouraged to be framed or converted as single points for increased clarity and avoiding the trap of ratings and past practice. This can be completed by the PDEC or by adoption of an external, standards-based model.
- The goal is to establish a clearly articulated vision of effective practice that focuses on growth (celebrations/next steps) and not a final rating.

While a rubric serves as support for self-evaluation, dialogue, and feedback, the CT Education Council recommends that a single-point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

Single-point competencies are preferred by PDEC as they **focus the discussion and feedback on the desired practice** rather than a rating outcome. This will allow:

- The promotion of clear, research-based expectations tied to standards.
- Current rubrics could be used as talking points for feedback and deepening reflection on practice but are encouraged to be framed or converted as single points for increased clarity and avoiding the trap of ratings and past practice.
- The goal is to establish a clearly articulated vision of effective practice that focuses on growth (celebrations/next steps) and not a final rating.

*(See Appendix I for Leader Evaluation Rubrics and Single-point Competencies)*

## Professional Practice and Educator Growth

The implementation of the continuous learning process is shared between the educator and evaluator. For the duration of the learning process, educators pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal.

Evaluators will provide educators with feedback, ensure timely access to support(s), and collect evidence of educator performance and practice toward goal(s) through multiple sources, which include observations and may include student, staff, or family feedback.

## Observation of Professional Practice and Feedback

Observations occur throughout the continuous learning process. The identified high leverage goal(s) provides 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 and dialogue. Feedback, written and verbal, is provided all within five school days *(See appendix D)*.

"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; and
- Is timely, frequent and reciprocal

## Definition of Cohorts

### Cohort 1

**Who:**

- New to the district or leadership role (Non-tenured - first two years)

**What:**

- Three observations of professional practice and/or site visits
  - Two (2) require pre and post meetings.
- Feedback written and verbal within five school days
- Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

### Cohort 2

**Who:**

- Leaders who have successfully completed Cohort 1 in Newington.

**What:**

- Two observations of professional practice and/or site visits.
  - Both require a post meeting.
- Feedback written and verbal within five school days
- Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

**Reviews of practice** are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, facilitation of meetings, coaching/mentoring other leaders or teachers, review of leader or educator work, or review of other leader artifacts.

## Growth and Success Criteria

Educators demonstrate **active participation in the evaluation process** by preparing and sharing:

5. Evidence of reflection;
6. Evidence of participation in professional learning opportunities (individual and collaborative learning);
7. Evidence of educator growth (impact on practice/impact on students); and
8. Plan for next steps tied to evidence (reflection, educator and student learning data and/or professional learning/growth and/or impact or practice) and standards.

(See Appendix C)

## Tiered Support

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply **three tiers of support**, as appropriate, within an evaluation process. All three tiers of support must be implemented and well documented prior to the development of a corrective plan.



### Tier 1

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos, planning templates, etc.), formal professional learning opportunities developed and designed by the district, building and/or department, and other general support for all educators (e.g., instructional coaching, peer review, etc.). These resources **should be identified at the goal setting process** by mutual agreement.

### Tier 2

In addition to Tier 1, Tier 2 supports are **more intensive in duration, frequency, and focus** (e.g., coaching cycle, lesson plan review and feedback, observation of specific classroom practices, etc.) that can be either **suggested by the educator and/or recommended by an evaluator**.

### Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10- 153b.

## **Corrective Support Plan**

A **pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback** should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. **Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan.** The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative pursuant to C.G.S. §10-153b.

The Corrective Support Plan is separate from the normal educator growth model and must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- well defined timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative (*See Appendix G for a Corrective Support Plan form and example*).

## **Dispute Resolution**

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements which, from time to time, may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and

cooperative processes among professional educators and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

## Process

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process.

3. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
4. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.

### Option 1:

The issue in dispute may be referred for resolution to a subcommittee which will serve as a neutral party. The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a third PDEC member as mutually agreed upon between the superintendent or designee and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward, which shall be binding.

### Option 2:

The educator being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent or designee will act as arbitrator and make a final decision, which shall be binding.

### Time Limits

5. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
6. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
7. The educator being evaluated must initiate the appeals procedure within five (5) workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five (5) workdays, the educator shall be considered to have waived the right of appeal.
8. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

Any claims that the district has failed to follow the established procedures of the teacher evaluation and support program shall be subject to the grievance procedures set forth in the then current collective bargaining agreement between the local or regional board of education and the NTA.

## The Role of the Professional Development and Evaluation Committee (PDEC)

PDEC serves as the collaborative decision maker using a consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan.

Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11 (b) (3), each local and regional board of education must establish a professional development and evaluation committee to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups (see examples below).

Other School Personnel	Educator	Leader
<ul style="list-style-type: none"> <li>Attendance counselor</li> <li>Paraeducator (required)</li> <li>Behavior technician</li> <li>Parent and family liaison</li> <li>Social emotional support staff</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teacher</li> <li>CTE teacher</li> <li>Library media specialist</li> <li>Reading interventionist</li> <li>Instructional coach</li> <li>Special education teacher</li> <li>Social worker</li> <li>School psychologist</li> <li>Speech pathologist</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant principal</li> <li>TESOL supervisor</li> <li>Special education supervisor</li> <li>Assistant superintendent</li> <li>Curriculum coordinator</li> <li>Talent development supervisor</li> </ul>

The duties of PDECs shall include, but are not limited to:

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the model educator evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator evaluation and support programs.

If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

### **Local and State Reporting**

The superintendent or designee shall report:

3. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and
4. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

# **Appendices: Leader**

## **Information and Resources to Support Effective Implementation**

## Appendix A: Educator Evaluation Process and Timeline

<b>Timeline</b>	<b><u>Cohort 1</u></b>	<b><u>Cohort 2</u></b>
	<b>Who:</b> <ul style="list-style-type: none"> <li>New to the district or leadership role (Non-tenured - first two years)</li> </ul> <b>What:</b> <ul style="list-style-type: none"> <li>Three observations of professional practice and/or site visits               <ul style="list-style-type: none"> <li>Two (2) require pre and post meetings.</li> </ul> </li> <li>Feedback written and verbal within five school days</li> <li>Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</li> </ul>	<b>Who:</b> <ul style="list-style-type: none"> <li>Leaders who have successfully completed Cohort 1 in Newington.</li> </ul> <b>What:</b> <ul style="list-style-type: none"> <li>Two observations of professional practice and/or site visits.               <ul style="list-style-type: none"> <li>Both require a post meeting.</li> </ul> </li> <li>Feedback written and verbal within five school days</li> <li>Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</li> </ul>
<b>August/ September 1</b>	<b>Explanation/Review of Process</b>	<b>Explanation/Review of Process</b>
<b>By Mid- October</b>	<b>Goal Setting Planning &amp; Conference</b> Leader Practice Goal <ul style="list-style-type: none"> <li>Self-Reflection</li> <li>Rationale</li> <li>Alignment to school improvement plan</li> <li>Professional learning Plan</li> </ul>	<b>Goal Setting Planning &amp; Conference</b> Leader Practice Goal <ul style="list-style-type: none"> <li>Self-Reflection</li> <li>Rationale</li> <li>Alignment to school improvement plan</li> <li>Professional learning Plan</li> </ul>
<b>By Mid - February</b>	<b>Midyear Check-in</b> <ul style="list-style-type: none"> <li>Reflection</li> <li>Adjustment(s)</li> <li>Next Steps</li> </ul>	<b>Midyear Check-in</b> <ul style="list-style-type: none"> <li>Reflection</li> <li>Adjustment(s)</li> <li>Next Steps</li> </ul>
<b>By June 1</b>	<b>End-of-Year Self-Reflection &amp; Conference</b>	<b>End-of-Year Self-Reflection &amp; Conference</b>



## Appendix B: Continuous Learning Process Forms (Goal Setting, Midyear, End Year)

<b>Goal Setting and Planning Form</b>	
<b>Self-Reflection</b> <i>Completed by <u>Leader</u></i>	
<p>Capture your self-reflection here. Consider the following questions to help guide your thinking:</p> <ul style="list-style-type: none"> <li>Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about leadership and organizational well-being? What new learning might you want to explore to inform your understanding of these questions and professional leadership practice?</li> <li>Based on your current organization's strengths and needs, and/or knowledge of district/school/ program goals, what new learning might you explore to address the needs?</li> <li>Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?</li> <li>How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?</li> </ul>	
<b>Goal, Rationale, Alignment and Professional Learning Plan</b> <i>Completed by <u>Leader</u></i>	
<p>Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).</p>	
<p>Which standard(s) on the Professional Standards for School Leaders (PSEL) is this aligned to?</p>	
<p>What evidence of leader learning, educator and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? Consider the following questions:</p> <ul style="list-style-type: none"> <li>How do you plan to collect and analyze evidence to assess progress toward your goals?</li> <li>What research/professional readings might you explore to support your professional learning and achieve your goal?</li> <li>How might you apply your learning to practice? How often?</li> </ul>	

For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	

<b>Goal Setting Conference Form</b> <i>Completed by <u>Evaluator</u> (By mid-October)</i>	
<b>Date:</b>	
<b>Notes:</b>	<b>Identified Supports</b> (Required/Suggested) <ul style="list-style-type: none"> <li>• Tier 1</li> <li>• Tier 2</li> <li>• Tier 3</li> </ul>

<b>Midyear Check-in: Reflection, Adjustment(s), and Next Steps Form</b> <i>Completed by Leader</i>	
<i>The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence.</i>	
What has been your progress to date on the following? <ul style="list-style-type: none"> <li>• New professional learning (what and how);</li> <li>• Impact on professional practice; and</li> <li>• Impact on your students</li> </ul> Are you considering any adjustments moving forward?	<b>Self-Reflection:</b>
<b>Links to Evidence:</b>	

<b>Midyear Conference Form</b> <i>Completed by Evaluator (by mid-February)</i>
<b>Feedback to Educator</b> (Feedback regarding progress on professional learning and progress toward goal(s). Include change in tiered supports, if recommended.):

End-of-Year Reflection and Feedback Process Form	
Self-Reflection <i>Completed by <u>Leader</u></i>	
<ul style="list-style-type: none"> <li>What impact did your new learning have on your practice/goal(s), and how do you know?</li> <li>What impact did your new learning and practice have on your student learning, growth, and/or achievement, and how do you know?</li> <li>What challenges did you encounter and what are your next steps with your professional learning?</li> </ul>	<b>Self-Reflection:</b>
<b>Links to Evidence:</b>	

Summative Feedback and Growth Criteria <i>Completed by Evaluator</i>	
Summative Feedback	
Development of new learning and impact on leadership practice related to goal(s).	
Impact of new learning and leadership practice on key partners and or organizational outcomes.	
Impact of new learning on greater community.	
<b>Successful Completion of the Evaluative Cycle? Yes or No</b>	
<b>Supports Required/Suggested</b> <i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i> <ul style="list-style-type: none"> <li>Not applicable</li> <li>Tier 2 (Specify below)</li> <li>Tier 3 (Specify below)</li> </ul>	
<b>For multi-year goals only:</b> <ul style="list-style-type: none"> <li>What adjustments are needed to the goal(s)? Why?</li> <li>How might adjustments impact the timing of the goal(s)?</li> </ul>	<ul style="list-style-type: none"> <li>Educator will continue multi-year goal.</li> <li>Educator will adjust the multi-year goal.</li> <li>Educator completed a multi-year goal.</li> </ul> <b>Notes:</b>

## Appendix C: Growth Criteria and Sources of Evidence

Growth and Success Criteria	Possible Sources of Evidence
<p><b>Educators demonstrate active participation in the evaluation process</b> by preparing and sharing:</p> <ol style="list-style-type: none"> <li>5. Evidence of reflection</li> <li>6. Evidence of participation in professional learning opportunities.</li> <li>7. Evidence of professional learning and growth (individual and collaborative learning)</li> <li>8. Plan for next steps tied to evidence (reflection, educator and student learning data and/or professional learning/growth and/or impact or practice) and standards.</li> </ol> <p><b>Development of New Learning and Impact on Practice</b></p> <ul style="list-style-type: none"> <li>• Educators can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus.</li> </ul> <p><b>Impact on Students</b></p> <ul style="list-style-type: none"> <li>• Educators can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Required observational evidence</li> <li>• Required student learning evidence aligned to high-leverage indicator focus</li> <li>• Implementation plans/lesson plan(s)</li> <li>• Educator learning logs/impact on practice reflection</li> <li>• Educator created learning materials</li> <li>• Evidence from Observation of Educator Practice</li> <li>• Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc.</li> <li>• Educator and/or student self-reflection</li> <li>• Student learning artifacts</li> <li>• Mastery-based demonstrations of achievement</li> <li>• Observational evidence of students' words, actions, interactions (including quotations when appropriate)</li> <li>• Rubrics, interim or benchmark assessments, other assessments</li> <li>• Other artifacts/sources</li> </ul>

## Appendix D: Observation Forms

<b>Observation/Site Visit Form</b>		
Name:	Time/Location:	
Role:	Goal/Observation Focus:	
<b>Pre-Observation</b> <i>Completed by the Leader (as needed/required)</i>		
Meeting Plan	<i>Upload and provide hyperlink here, as appropriate</i>	
Pre-Conference Notes including the identified competency focus for the observation		
<b>Observation Evidence</b> <i>Completed by the Evaluator</i>		
<b>Post-Observation Reflection</b> <i>Completed by the Leader</i>		
What worked and didn't work? How do you know?		
Are there patterns, trends, outliers?		
What have you learned about your own practice? How will our collaborative reflection help you move forward in your next steps?		
<b>Post-Observation Conference Feedback</b> <i>Completed by the Evaluator</i>		
<b>Evidence of Strengths</b>	<b>Single-Point Competencies</b>	<b>Evidence for Growth and/or Next Steps</b>
	<i>Insert competencies</i>	
<b>Supports Required/Suggested</b> <ul style="list-style-type: none"> <li>• Tier 1</li> <li>• Tier 2</li> <li>• Tier 3</li> </ul>		

## Appendix E: Sample Reflection Questions

### Self-Reflection Sample Questions

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about teaching and learning? What new learning might you want to explore to inform your understanding of these questions and professional practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current students'/adult learners' strengths and needs, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

### Professional Learning and Action Questions

#### Indicators of Success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

#### Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

### Analysis of Evidence

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?



- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

### **Learning Reflection and Next Steps**

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

### **Reflect on the Feedback Process**

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

## Appendix F: Corrective Support Plan Forms and Example

Corrective Support Plan Template Form	
<b>Educator Name:</b>	<b>Date:</b>
<b>Concern:</b>	
<b>Objective:</b>	
<b>Resources:</b>	<p>A blend of opportunities and resources should be extended to the Educator being evaluated being supported on the Corrective Support Plan</p> <ul style="list-style-type: none"> <li>Mentor</li> <li>Coach</li> <li>Reading as appropriate</li> </ul>
<b>Timeframes:</b>	<ul style="list-style-type: none"> <li>Length of the Corrective Support Plan (typically six to eight weeks in length) and identified progress report date(s)</li> <li>Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan</li> </ul>
<b>Supportive Actions:</b>	<p>(Suggested supportive actions)</p> <ul style="list-style-type: none"> <li>Weekly, bi-weekly meetings with progress reporting from Educator A and written feedback from evaluator (dependent upon need for plan)</li> <li>All resources made available</li> <li>Timely feedback in person and in writing (weekly/bi-weekly meetings)</li> <li>Management of access to learning opportunities in and out of the building, as appropriate.</li> </ul>

Corrective Support Plan - Example	
<b>Educator Name:</b> Educator A	<b>Date:</b> 4/15/24
<p><b>Concern:</b> Leader A has consistently struggled with communicating appropriately with a variety of stakeholders (Standard 8: Meaningful Engagement). Tiered supports have been provided by the evaluator throughout the year. Leader A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.</p>	
<p><b>Objective:</b> To improve engagement with families in communities (PSEL Standard 8) and to improve operations in management (PSEL Standard 9).</p>	
<b>Resources:</b>	<ul style="list-style-type: none"> <li>All communications previewed by the evaluator for content and timelines</li> <li>Collaboration with other district leaders for exemplars of communication</li> </ul>

<b>Timeframes:</b>	<ul style="list-style-type: none"> <li>• Leader A will remain on this Corrective Support Plan for six weeks.</li> <li>• Improvements in communication within this six-week duration will serve as criteria for successful completion of this plan.</li> </ul>
<b>Supportive Actions:</b>	<ul style="list-style-type: none"> <li>• All resources made available</li> <li>• Timely feedback in person and in writing (weekly/bi-weekly meetings)</li> <li>• Management of access to learning opportunities in and out of the building, as appropriate.</li> <li>• Modeling of effective communication practices with role play opportunities.</li> <li>• Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan)</li> </ul>

Corrective Action Progress Report Form		
Date	Summary of Progress	Next Steps (if any)

## Appendix G: General Glossary

**Check-ins:** Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence of learning, and next steps in one's learning.

**Community:** A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school.

A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

**Continuous Learning Process:** The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence.

**Corrective Support Plan:** A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. Corrective Support Plans shall include clear objectives specific to the well documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; and supportive actions from the evaluator.

**Dispute Resolution:** A process for resolving disputes in cases where the evaluator and educator being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional learning plan or other outcomes of the evaluation process.

**Evidence:** Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, student feedback, and reflections of the educator on student learning, growth, and achievement as part of the educator feedback process.

**Feedback:** "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

**Formal Observations:** A formal observation is a structured and planned process of watching, assessing, and evaluating an educator's performance. This typically includes a pre-conference and post-conference and results in a written evaluation within five school days.

**Goals and Standards:** Goals and standards should be based on an evidence based, high leverage strategy or practice aligned with professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of professional practice.

**Growth Criteria:** Successful completion of the Continuous Learning Process, supported with evidence that includes the impact the educators' new learning had on their practice/goal, along with a reflection on challenges and next steps, and the impact the educators' new learning and practice had on student learning, growth, and or achievement, supported by evidence.

**High Leverage Goal:** High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus (i.e., a portrait of a graduate). They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie 2009).

**Informal Observations:** An informal observation is an unplanned visit intended to evaluate educator performance. This typically includes either verbal or written feedback provided to the educator within five school days.

**Leader:** A leader is defined as someone in a leadership position who has attained the 092 certification. This may include superintendent, principal, dean of students, assistant/vice principal, pupil services director, department chair. This is not an exhaustive list, rather to illustrate the definition. Superintendent will confirm district leaders with evaluation roles.

**Multiple Measures:** Can include, but is not limited to, student learning, educator learning, cultural changes, growth, and achievement as mutually agreed upon during the goal-setting process and may include additional evidence relative to one or more competencies.

**Mutual Agreement:** An agreement or condition that is reciprocal or agreed upon by all parties.

**Organizational Health:** Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

**Professional Development and Evaluation Committee (PDEC):** The Professional Development and Evaluation Committee serves as the collaborative decision maker to create, revise, and monitor the evaluation and support program for the district, as well as the professional learning plan for certified employees of the district.

**Professional learning:** Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also *Appendix D: Glossary of Professional Learning Opportunities*.

**Review of Practice:** Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, data team meetings, observations of coaching/ mentoring sessions, review of educator work and student work, or review of other educators' artifacts.

**Rubric:** A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the performance of educators based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement. It can encourage a growth mindset.

**Single Point Competency:** A description of a standard of behavior or performance that represents the enduring understanding of content and skill from a specific domain that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance.

**Student Outcomes:** Student outcomes include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal setting process.

**Tiered Support:**

**Tier 1**

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by your district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

**Tier 2**

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency and focus (e.g., attending a workshop, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.

**Tier 3**

Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.



## Appendix H: Glossary of Professional Learning Opportunities

High quality professional learning enhances both educator practice and outcomes for each and every student. High quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes.

**Advanced Coursework:** Courses offered at a college, university, or other institution, in person or online, which further educator skills and/or provide professional training.

**Case Study:** A team that engages in a case study using information in a student's cumulative folder or other documented information with the intention of determining next steps, i.e., IEP review or attendance records.

**Coaching:** A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems.

**Examination of Student Work:** Individuals or groups of educators review samples of work from various students. They identify strengths, areas for improvement, and design instructional plans as a result of the examination.

**Job-embedded:** Any activity that is tied in with authentic classroom practice. May include, but is not limited to:

- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

**Lesson Study:** Groups of teachers planning a lesson, observing one present the lesson, and then reflecting on it afterwards.

**Mentoring:** A relationship between a less experienced educator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.

**Peer Observation:** An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures.

**Personal Professional Reading:** Individual, self-driven reading and processing of texts, in order to improve one's own teaching practice.

**Professional Literature Study:** Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay current in their field, and enhance their ability to apply new knowledge to their professional practice. This collaborative and structured approach to learning helps foster a culture of continuous improvement and professional growth within a community of practitioners.

**Protocols:** A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs.

**School Visits:** Observation of practice or teaching at a different school or institution to gain new knowledge, ideas, or activities.

**Student Shadow:** Follow a particular student during the academic day for a designated time, for a particular identified purpose, i.e., engagement.

**Walkthroughs:** A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.

**Web-based Learning:** Use of online resources or learning activities to develop new learning or techniques for the classroom.

**Workshops:** Meetings where participants are involved in group discussions or learning experiences and are normally organized around one or more theme areas. Workshops allow participants with differing values and priorities to build a common understanding of the problems and opportunities confronting them. May take place at school or outside.

## Appendix I: Leader Evaluation Rubric and Single-point Competencies

### Professional Standards for Education Leaders (PSEL) Rubric

\*Adapted from the [PSEL by the National Policy Board for Educational Administration](#)

Standards	Below Standard	Developing	Effective	Distinguished
<b>Standard 1: Mission, Vision, and Core Values</b>  <i>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.</i>	Does not articulate or align actions with the school's mission, vision, or core values.	Recognizes the school's mission, vision, and core values but inconsistently aligns actions with them.	Consistently aligns actions with the school's mission, vision, and core values and communicates them effectively to stakeholders.	Inspires others to internalize and enact the school's mission, vision, and core values through innovative practices.
<b>Standard 2: Ethics and Professional Norms</b>  <i>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</i>	Occasionally acts unethically or unprofessionally, disregarding norms.	Generally adheres to ethical and professional norms but may lack consistency.	Consistently demonstrates ethical and professional behavior, serving as a model for others.	Actively promotes a culture of ethical and professional behavior in the school community.
<b>Standard 3: Equity and Cultural Responsiveness</b>  <i>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote</i>	Overlooks cultural responsiveness and equity in decision-making and practice.	Shows awareness of the importance of equity and cultural responsiveness but struggles to implement it effectively.	Implements equitable and culturally responsive practices that meet the needs of all students.	Leads initiatives that promote equity and cultural responsiveness at a systemic level.

<i>academic success and well-being.</i>				
<b>Standard 4: Curriculum, Instruction, and Assessment</b>  <i>Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote academic success and well-being.</i>	Fails to connect curriculum, instruction, and assessment to student learning.	Makes some connections between curriculum, instruction, and assessment but lacks a coherent approach.	Aligns curriculum, instruction, and assessment effectively to promote student learning.	Innovates and leads in the development of curriculum, instruction, and assessment practices that serve as models of excellence.
<b>Standard 5: Community of Care and Support for Students</b>  <i>Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes academic success and well-being.</i>	Does not prioritize or effectively create a caring and supportive environment for students.	Attempts to create a supportive environment but with limited success.	Fosters a community that cares for and supports the well-being and success of every student.	Establishes a widely recognized and emulated model of a caring and supportive student community.
<b>Standard 6: Professional Capacity of School Personnel</b>  <i>Effective educational leaders develop the professional capacity and practice of school personnel to promote academic success and well-being.</i>	Neglects the professional development and capacity-building of staff.	Supports professional development but without a strategic approach.	Strategically develops the professional capacity of staff to improve student learning.	Serves as a catalyst for professional growth, leading to transformative improvements in teaching and learning.

<b>Standard 7: Professional Community for Teachers and Staff</b>  <i>Effective educational leaders foster a professional community of teachers and other professional staff to promote academic success and well- being.</i>	Does not cultivate a professional community among teachers and staff.	Encourages a professional community but with limited effectiveness.	Builds a strong professional community that enhances teacher and staff effectiveness.	Creates an exemplary professional community that is collaborative, reflective, and committed to continuous improvement.
<b>Standard 8: Meaningful Engagement of Families and Community</b>  <i>Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote academic success and well-being.</i>	Rarely engages with families and the community or does so ineffectively.	Engages with families and the community but not in ways that significantly impact student learning.	Actively and effectively engages families and the community in ways that enhance student learning.	Leads in forging partnerships with families and the community that have a substantial and lasting impact on student learning.
<b>Standard 9: Operations and Management</b>  Effective educational leaders manage school operations and resources to promote academic success and well-being.	Ineffectively manages school operations or resources.	Manages operations and resources but with room for improvement.	Efficiently and effectively manages school operations and resources.	Innovates in the management of operations and resources to achieve exceptional outcomes.
<b>Standard 10: School Improvement</b>  <i>Effective educational leaders act as agents of</i>	Does not contribute to or may impede school improvement efforts.	Supports school improvement but not in a significant leadership capacity.	Leads successful school improvement initiatives that result in improved	Champions school improvement in ways that result in substantial gains in student achievement and well-being.

<i>continuous improvement to promote academic success and well-being.</i>			student learning.	
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## Single-point Competencies for Education Leaders

\*Adapted from the [PSEL by the National Policy Board for Educational Administration](#)

Standard 1: Mission, Vision and Core Values		
Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>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. This is accomplished by:</p> <ul style="list-style-type: none"> <li>Developing a shared mission and vision that reflects the aspirations of the school community.</li> <li>Communicate the mission and vision effectively to all stakeholders.</li> <li>Align school practices and policies with the core values to ensure consistency.</li> </ul>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>How does the leader ensure that our school's mission and vision are consistently communicated and understood by all stakeholders?</li> <li>In what ways does the leader's daily actions and decisions reflect the core values of the school/department/district, and how does she/he improve alignment?</li> <li>How does the leader involve teachers, students, and the community in the development and refinement of the school/department/district mission and vision?</li> <li>What strategies does the leader use to evaluate the effectiveness of their mission and vision in promoting student/staff success and well-being</li> </ul>		
Standard 2: Ethics and Professional Norms		
Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. This is accomplished by:</p> <ul style="list-style-type: none"> <li>Modeling ethical behavior in all professional interactions.</li> <li>Promoting a culture of integrity and fairness within the school.</li> <li>Upholding professional norms and standards in decision-making processes</li> </ul>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>How does the leader model ethical behavior and professional norms in my interactions with staff, students, and the community?</li> <li>What steps does the leader take to address ethical dilemmas and ensure fairness in decision-making processes?</li> <li>How does the leader promote a culture of integrity and ethical behavior within the school/district?</li> <li>In what ways does the leader encourage staff and students to uphold professional norms and standards?</li> </ul>		
Standard 3: Equity and Cultural Responsiveness		

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote academic success and well-being. This is accomplished by:</p> <ul style="list-style-type: none"> <li>Advocating for policies and practices that ensure equitable access to resources.</li> <li>Implementing culturally responsive teaching practices.</li> <li>Fostering an inclusive environment that respects and values diversity.</li> </ul>	

**Considerations:**

- How does the leader advocate for and implement policies that ensure equitable access to resources and opportunities for all students/staff?
- What strategies does the leader use to promote culturally responsive teaching practices and an inclusive school environment?
- How does the leader assess and address the diverse needs of our student/staff population to ensure their success?
- In what ways does the leader engage with the community to understand and respect cultural differences and promote equity?

**Standard 4: Curriculum, Instruction and Assessment**

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote academic success and well-being. This is accomplished by:</p> <ul style="list-style-type: none"> <li>Designing and implementing a coherent curriculum that meets the needs of all students.</li> <li>Using data-driven instruction/pedagogy to improve student outcomes.</li> <li>Developing assessment practices that provide meaningful feedback to students and teachers.</li> </ul>	

**Considerations:**

- How does the leader ensure that the curriculum is aligned with state standards and meets the diverse needs of all students?
- What methods does the leader use to support teachers in implementing effective instructional practices?
- How does the leader use data from assessments to inform instructional decisions and improve student outcomes?
- In what ways does the leader provide feedback to teachers and students to enhance learning and achievement?

**Standard 5: Community of Care and Support for Students**

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
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	<p>Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes academic success and well-being. This is accomplished by:</p> <ul style="list-style-type: none"> <li>• Creating a safe and supportive learning environment.</li> <li>• Developing programs that address the social and emotional needs of students/staff.</li> <li>• Engaging students/staff in activities that promote their well-being and academic success.</li> </ul>	
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**Considerations:**

- How does the leader create a safe and supportive learning environment that addresses the social and emotional needs of students/staff?
- What programs or initiatives has the leader implemented to support student/staff well-being and academic success?
- How does the leader engage students/staff in activities that promote their personal growth and development?
- In what ways does the leader collaborate with staff, families, and the community to provide comprehensive support for students?

**Standard 6: Professional Capacity of School Personnel**

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>Effective educational leaders develop the professional capacity and practice of school personnel to promote academic success and well-being. This is accomplished by:</p> <ul style="list-style-type: none"> <li>• Providing ongoing professional development opportunities for staff.</li> <li>• Fostering a culture of continuous improvement among school personnel.</li> <li>• Supporting staff in implementing effective instructional practices.</li> </ul>	

**Considerations:**

- How does the leader identify and address the professional development needs of staff to enhance their instructional practices?
- What opportunities does the leader provide for staff to engage in continuous learning and improvement?
- How does the leader support staff in setting and achieving professional goals that align with school priorities?
- In what ways does the leader foster a collaborative and supportive professional learning community?

**Standard 7: Professional Community for Teachers and Staff**

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>Effective educational leaders foster a professional community of teachers and other professional staff to promote academic success and well-being. This is accomplished by:</p> <ul style="list-style-type: none"> <li>• Encouraging collaboration and teamwork among teachers and staff.</li> <li>• Developing structures for shared decision-making and problem-solving.</li> <li>• Promoting a culture of mutual respect and professional growth.</li> </ul>	

**Considerations:**

- How does the leader promote a culture of collaboration and teamwork among teachers and staff?

- What structures has the leader developed to facilitate shared decision-making and problem-solving?
- How does the leader encourage mutual respect and professional growth within the school community?
- In what ways does the leader support teachers and staff in developing their own leadership skills?

### Standard 8: Meaningful Engagement of Families and Community

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote academic success and well-being. This is accomplished through:</p> <ul style="list-style-type: none"> <li>• Building strong partnerships with families and community members.</li> <li>• Communicating regularly and effectively with all stakeholders.</li> <li>• Involving families and community members in school activities and decision-making processes.</li> </ul>	

#### Considerations:

- How does the leader build and maintain strong partnerships with families and community members?
- What strategies does the leader use to communicate effectively with all stakeholders and keep them informed?
- How does the leader involve families and community members in school/department/district activities and decision-making processes?
- In what ways does the leader leverage community resources to support student/staff learning and well-being?

### Standard 9: Operations and Management

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps
	<p>Effective educational leaders manage school operations and resources to promote academic success and well-being. This is accomplished by:</p> <ul style="list-style-type: none"> <li>• Managing school/district resources efficiently and effectively.</li> <li>• Ensuring a safe and well-maintained school/district environment.</li> <li>• Implementing systems for monitoring and improving school/district operations.</li> </ul>	

#### Considerations:

- How does the leader manage school resources efficiently and effectively to support student/department/district success?
- What steps does the leader take to ensure a safe, well-maintained, and conducive learning environment?
- How does the leader implement and monitor systems for improving school/department/district operations and processes?
- In what ways does the leader involve staff in the planning and management of school/department/district resources?

### Standard 10: School Improvement

Areas of Strength	Effective practice	Opportunities for Growth/Next Steps

	<p>Effective educational leaders act as agents of continuous improvement to promote academic success and well-being. This is accomplished by:</p> <ul style="list-style-type: none"> <li>• Using data to identify areas for improvement and set goals.</li> <li>• Developing and implementing action plans to achieve school improvement goals.</li> <li>• Monitoring progress and adjust strategies as needed to ensure continuous improvement.</li> </ul>	
<p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>• How does the leader use data to identify areas for improvement and set measurable goals for the school/district?</li> <li>• What action plans has the leader developed and implemented to ensure continuous improvement on school/district goals?</li> <li>• How does the leader monitor progress and adjust strategies to ensure continuous improvement? In what ways does the leader engage the school community in the process in that improvement and celebrate successes?</li> </ul>		