Coventry Public Schools

PROFESSIONAL LEARNING
AND
EVALUATION PLAN

2015

Coventry Public Schools

MISSION

The Coventry Public Schools

will prepare every student for life,

learning, and work in the 21st century.

PROFESSIONAL LEARNING AND EVALUATION PLAN

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OVERVIEW

COVENTRY BOARD OF EDUCATION GOALS

1. Identify, define, and measure the critical skills and attributes that are required for success and align systems to continuously improve student performance and achievement.
2. Maintain and promote a positive and respectful learning community.
3. Recruit, retain, and develop high quality staff at every level.

PHILOSOPHY OF PROFESSIONAL EVALUATION

The purpose of educator evaluation is to improve student achievement outcomes through effective instruction and support for student and educator learning. A variety of factors support the improvement of learning and instruction. The Coventry Public Schools Professional Learning and Evaluation Plan addresses all these factors systemically. It is a comprehensive system that is based on clearly defined expectations that consist of domains of skills, knowledge, and disposition articulated in the *Framework for Teaching Evaluation Instrument* (2013) developed by Charlotte Danielson for teacher evaluation, the *Common Core of Leading-Connecticut's Leadership Standards (2012)* for administrator evaluation, and the national standards for the evaluation of educators in pupil services, as well as what current research tells us about the relationship between teaching and learning.
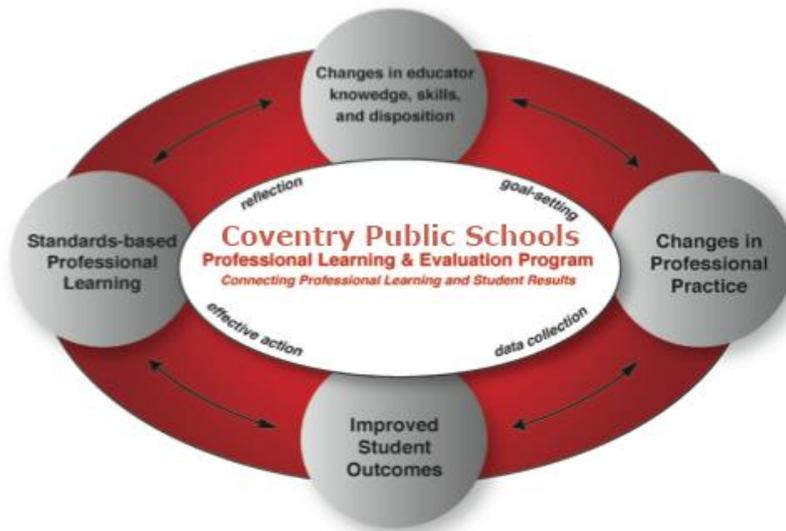
The Professional Learning Plan supports the development of educators at all stages of their careers, as it weaves together professional standards with expectations for student learning, and ongoing evaluation with access to professional learning and support. The Plan's teacher observation and evaluation instrument, the Framework for Teaching (FfT) is designed to align with the processes and professional performance profiles outlined in Connecticut's Teacher Education and Mentoring (TEAM) program, which provides differentiated professional learning for all beginning teachers. Such alignment promotes the establishment of common, consistent vocabulary and understandings about teacher practice at all levels, among administrators and teachers, throughout the district.

Coventry Public Schools' professional evaluation plan takes into account school improvement goals, curricular goals, student learning goals, and evidence of educators' contributions to the school as a whole. Performance expectations within our Plan also include those responsibilities that we believe to be the key in promoting a positive school climate and the development of a professional learning community.

COVENTRY PUBLIC SCHOOLS PROFESSIONAL LEARNING
AND
EVALUATION PLAN GOALS

1. **Professionalize the Profession**
   - Document and share educators' best practices that result in meaningful advancement of student learning
   - Enhance expert knowledge and collective efficacy in the field
   - Create new opportunities for educators to collaborate and develop leadership skills in their schools and disciplines
   - Recognize and reward excellence in teaching, administration, and exemplary contributions to Coventry schools and programs
   - Ensure that only high-quality professionals are selected for tenure in Coventry schools and programs
   - Provide a process for validating personnel decisions, including recommendations for continued employment of staff

2. **Improve the quality and focus of observation and evaluation**
   - Establish collaborative examinations of instructional practice among administrators and teachers to develop shared understanding of the strengths and challenges within our schools and programs to improve student learning
   - Define and clarify criteria for evaluation and measurement of student learning, using research-based models for evaluation
   - Establish multiple measures to assess professional practice, such as: teacher portfolios; teacher-designed objectives, benchmarks, and assessments of student learning; teacher contributions to school/district level research on student learning and professional resources; mentoring and peer assistance; achievement of learning objectives for student growth, as measured by appropriate standardized assessments, where applicable, or other national or locally-developed curriculum benchmarks and expectations for student learning
   - Improve quantity and quality of feedback to those evaluated
   - Align evaluation findings with professional learning program and support systems

3. **Support organizational improvement through the Professional Learning and Evaluation Plan**
   - Align district- and school-level professional learning opportunities with the collective and individual needs of educators based on data acquired through professional learning goal plans and observations of professional practice
   - Provide educators with multiple avenues for pursuing professional learning
   - Integrate Coventry Public Schools' resources to support and provide professional learning opportunities
   - Create formal and informal opportunities for educators to share professional learning with colleagues

ROLES AND RESPONSIBILITIES FOR PROFESSIONAL LEARNING AND EVALUATION

Definition of Evaluator and Teacher

Evaluator refers to all individuals (including school and district administrators) whose job responsibilities include supervision and evaluation of other teachers. Teacher, as used in this document, shall mean all certified instructional and non-instructional persons below the rank of Administrator.

Superintendent's Role in the Evaluation Process

- Arbitrate disputes
- Allocate and provide funds or resources to implement the plan
- Serve as liaison between Coventry's Board of Education and the evaluation process
- The Superintendent will be responsible for ensuring that the Professional Learning and Evaluation Committee receives information regarding school and program improvement and individual professional growth goals for use in planning professional learning opportunities for staff

Responsibility for Evaluations

Administrators and directors will be responsible for evaluations, including, but not limited to, personnel in the following categories:

Superintendent
- Administrators

Administrators of Coventry Public Schools
- Teachers

Director of Pupil & Staff Support Services
- Nurses
- Social Workers
- Counselors
- Psychologists
- Speech Therapists
- Occupational Therapists/COTA
- Physical Therapists
- Other Related Services Personnel

Roles and Responsibilities of Evaluators and Evaluatees

The primary purpose of educator evaluation is to strengthen individual and collective practices to improve student growth. Therefore, evaluators and evaluatees share responsibilities for the following:
- The review and understanding of The Framework for Teaching Evaluation Instrument
- The review and understanding of Connecticut's Common Core of Leading (CCL) and the Leadership Practice Rubric

- The review and familiarity with applicable portions of Connecticut's Common Core State Standards, Connecticut's Frameworks of K-12 Curricular Goals and Standards, Smarter Balanced Assessments, as well as locally-developed curriculum standards
- Adherence to established timelines
- Completion of required components in a timely and appropriate manner
- Sharing of professional resources and new learnings about professional practice

Evaluator Roles:
- Review of and familiarity with evaluatees' previous evaluations
- Participation in collaborative conferences with evaluatees
- Assistance with assessment of goals, student learning indicators, learning activities developed and implemented by evaluatees, and outcomes
- Analysis and assessment of performance, making recommendations as appropriate
- Clarification of questions, identification of resources, facilitation of peer assistance and other support as needed

Evaluatee Roles:
- Reflection on previous feedback from evaluations
- Engagement in inquiry-based professional learning opportunities
- Participation in collaborative conferences with evaluator
- Development, implementation, and self-assessment of goals, student learning indicators, learning activities, and outcomes
- Request clarification of questions or assistance with identification of professional resources and/or peer assistance
- Develop, with collaboration of building administrator, a Personalized Professional Learning Plan
- Collect evidence and artifacts as required to document growth and completion of goals

IMPLEMENTATION OF PROFESSIONAL LEARNING AND EVALUATION PLAN

Training and Orientation of Teachers and Administrators

Annually, the district will provide to all educators several orientation and update training sessions (through in-service sessions, target group sessions, and individual conferences) that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff.

Teachers and administrators new to Coventry Public Schools will be provided with copies of the Professional Learning and Evaluation Plan and will engage in training to ensure that they understand the elements and procedures of the Plan, processes, and documents. This training will take place upon employment or prior to the beginning of the school year with members of Coventry Public Schools' Administration and/or Central Office staff.

New Educator Support and Induction

In the interest of supporting all educators in the implementation of the Plan, each school will offer localized support to staff members new to the building. A variety of general topics will be addressed, including:

- School philosophy and goals
- Policies and procedures
- Assignments and responsibilities
- Facility and staffing
- Curriculum and instructional support
- Resources for professional learning
- Schedules and routines
- Support services

In addition, periodic meetings with school personnel will focus on domains of the Framework for Teaching, Common Core of Leading, Common Core Standards in English and Language Arts, Mathematics, and the Content Areas, discipline policies, stakeholder communication, effective collaboration, classroom interventions, special education, evaluation, and professional responsibilities.

Evaluator Orientation and Support

Understanding of Coventry Public Schools' Professional Learning and Evaluation Plan's features, the Framework for Teaching (FfT), Common Core of Leading (CCL), Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with on-going training and support in the use and application of Coventry's Evaluation Plan. Evaluators will review Plan elements and procedures prior to the beginning of each school year and at other appropriate intervals, to be determined. Plans for staff training will be coordinated annually by the Building Administrators or Director of Teaching and Learning.

Resources for Program Implementation

Funds to provide material and training as well as time for professional learning options and collaboration necessary to support the successful achievement of the teachers' goals, objectives and implementation of the Evaluation Plan will be allocated annually and determined on a program by program basis.

DISPUTE RESOLUTION

The purpose of the resolution process is to secure at the lowest possible administrative level, equitable solutions for disagreements which from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the process. As our evaluation system is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and evaluatees.

The resolution process may be implemented when there is a question as to whether or not:

1. Evaluation procedures and/or guidelines have been appropriately followed.
2. Adequate data has been gathered to support fair and accurate decisions.

The resolution process shall be conducted in accordance with the law governing confidentiality.

Procedures
1. Within five school days of articulating the dispute, the evaluatee will meet and discuss the matter with the evaluator with the object of resolving the matter informally. The two parties have the option of choosing a facilitator who will review the areas of difference and suggest compromises or resolutions.
2. If there has been no resolution, the Superintendent shall review the recommendations of the facilitator and any additional information from the evaluator and evaluatee and shall meet with both parties as soon as possible. Within five school days of the meeting, and review of all documentation and recommendations, the Superintendent will act as arbitrator and make a final decision.
3. The evaluatee shall be entitled to Collective Bargaining representation at all levels of the process.

Time Limits
1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. If an evaluatee does not initiate the appeals procedure within 5 school days of acknowledged receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal.

Failure of the evaluatee at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

EDUCATOR EVALUATION PLANS

TEACHER EVALUATION PLAN

OVERVIEW

Coventry Public Schools' Professional Learning and Evaluation Plan supports an environment in which educators have the opportunity to regularly employ inquiry into and reflection on practice, to give each other feedback, and to develop teaching practices that positively affect student learning.

To help foster such an environment, we have created the Professional Learning and Evaluation Plan as a district-wide system that provides multiple opportunities and options for teachers to engage in individual and collaborative activities in which they collect, analyze, and respond to data about student learning within and among Coventry schools and programs. Teachers and administrators are expected to provide evidence related to the effectiveness of instructional practices and their impact on student learning. Teachers and administrators are also expected to take an active role in a cycle of inquiry into their practice, development, implementation and analysis of strategies employed to advance student growth, and reflection on effectiveness of their practice. The Plan includes an additional component, Professional Assistance and Support System (PASS), for those teachers and administrators in need of additional support to meet performance expectations.

Standards and Indicators of Teaching Practice
The expectations for teacher practice in Coventry Public Schools' Professional Learning and Evaluation Plan are defined using the four domains and their indicators of the Charlotte Danielson Framework for Teaching (FfT 2013). Framework for Teaching Evaluation Instrument, the tool used for observing and assessing teacher practice in each of the domains, articulates components of teaching and establishes designations of levels of practice, including: *Unsatisfactory, Basic, Proficient, Distinguished.*

Core Requirements of the Evaluation Program
Coventry Public Schools' Professional Learning and Evaluation Plan is aligned with the Core Requirements of the State Board-approved Guidelines for Educator Evaluation, as provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A. 12-116. The following is a description of the processes and components of Coventry Public Schools' plan for teacher evaluation through which the Core Requirements of the Guidelines shall be met.

PROCESS AND TIMELINE OF TEACHER EVALUATION

The annual evaluation process for a teacher will at least include, but not be limited to, the following steps, in order:

1. **Orientation (by September 30):**
   To begin the annual evaluation process, evaluators meet with teachers, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will review and discuss the following:

1. The Framework for Teaching Evaluation Instrument (2013) and The Danielson 2007 Rubrics for Library Media Specialist, School Counselor, School Psychologist, and Therapeutic Specialists included in Enhancing Professional Practice: A Framework for Teaching (2007)
2. School, district, and Administrator priorities that should be reflected in teacher performance and practice focus areas
3. SMART goal development related to student outcomes and achievement
4. Data regarding whole-school indicators of student learning
5. Self-assessment processes and purposes
6. Data collection, including types of data and processes for collection and analysis

Evaluators and teachers will establish a schedule for collaboration required by the evaluation process.

2. **Goal-Setting Conference (by October 15):**

Teacher Reflection - In advance of the Goal-Setting Conference, the teacher will examine data related to current students' performance (including, but not limited to: standardized tests, portfolios and other samples of student work appropriate to teacher's content area, etc.), prior year evaluation and survey results, previous professional learning, focus area(s), and the Framework for Teaching domains and evaluation indicators. First-year beginning teachers may find it helpful to reflect on their practice goals with their mentor teachers, using the TEAM program's Module Resources and Performance Profiles, to determine a baseline for establishing goals. The teacher will draft one SMART goal to address student learning and achievement objectives. The SMART goal will include two IAGDs (Indicators of Academic Growth and Development). Each IAGD will be worth 22.5% of the summative evaluation for a total value of 45% of a teacher's summative evaluation.

The evaluator and teacher will collaborate on the following goals/focus areas:
1. **A performance and practice** focus area based on data from teacher reflection and evaluator observations and review of the Framework for Teaching
2. **A whole-school goal** determined by the school administrator based on data from **parent feedback**; and
3. **A goal based on whole school indicators of student learning** for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

Goal-Setting Conference – No later than October 15 of the school year, the evaluator and teacher will meet to discuss the teacher's proposed goals in order to arrive at mutual agreement about them. The goals for the year must be informed by data and evidence collected by the teacher **and** evaluator about the teacher's practice. The evaluator collects evidence about teacher practice to

support the review and may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Examples of data and evidence that may be included in the Goal-Setting Conference:

• Lesson Plans • Formative Assessment Data • Summative Assessment Data • Student Work • Parent Communication Logs • Data Team Minutes • Survey Data	• Class List • Standardized and Non-Standardized Data (based on the teacher's class) • School-Level Data • The Framework for Teaching Domain Level Indicators

3. **Observations of Practice (by November 30, January 30, and April 30):**
   Evaluators will observe teacher practice in formal and informal in-class observations and non-classroom reviews of practice throughout the school year, with frequency based on years of service in the district and the teacher's summative evaluation rating.

4. **Evidence Collection and Review (throughout school year)**:
   The teacher collects evidence about his/her practice and student learning that is relevant to the agreed upon professional goals. The evaluator also collects evidence about teacher practice for discussion in the interim conference and summative review.

5. **Interim Conference/Mid-year Check-Ins (by February 15 or by April 15 to accommodate second semester in high school):**
   The evaluator and teacher will hold at least one conference near the mid-point of the evaluation cycle. The discussion should focus on processes and progress toward meeting the goals and developing one's practice. Both the teacher and the evaluator will bring evidence about practice and student learning data to review. The teacher and evaluator will discuss the cause and effect relationship of practice to student learning data, i.e. – how practice positively impacts student learning. During the conference, both the teacher and evaluator will make explicit connections between the 40% and the 45% components of the evaluation program. If necessary, the teacher and evaluator may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

6. **End-of-year Summative Review (by June 10):**
    a. *Teacher Self-Assessment* – (due to the evaluator 5 school days prior to the end-of-year conference). The teacher reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development, referencing The Framework for Teaching Continuum established in the Goal-Setting Conference.
    b. *The Self-Assessment* should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.
    c. *End-of-Year Conference* - The evaluator and the teacher meet to discuss all evidence collected to date. The teacher and evaluator will discuss the extent to which students met the SMART goal and how the teacher's performance and practice focus contributed to student outcomes and professional growth.
    d. *Summative Rating* – The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating using the summative rating matrix.

COMPONENTS OF TEACHER EVALUATION AND RATING

The Core Requirements of the CT Guidelines for Teacher Evaluation require that districts weight the components of teacher's annual summative evaluations and ratings as follows:
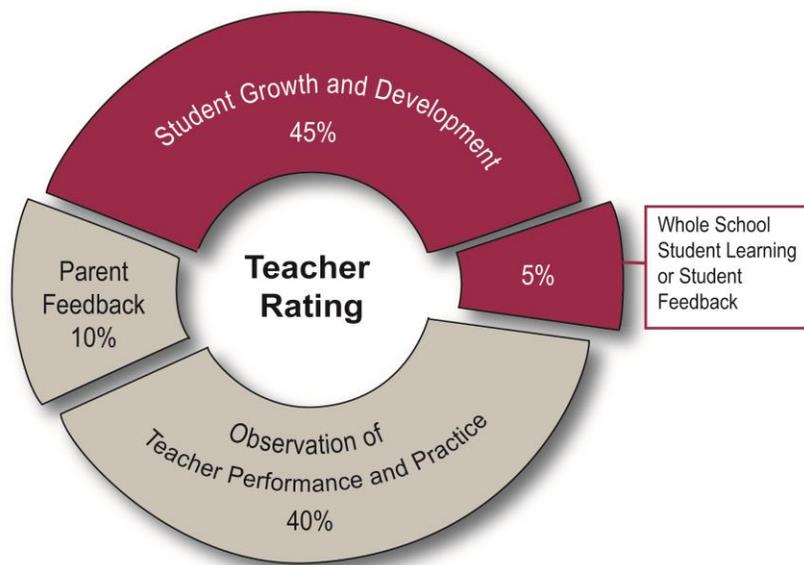
CATEGORY 1: STUDENT OUTCOMES AND ACHIEVEMENTS (45%)

Forty-five percent (45%) of a teacher's evaluation will be based on achievement of student learning outcomes defined by a teacher-created SMART goal related to student growth and development. The SMART goal must be aligned to two Indicators of Academic Growth and Development (IAGD).

- *One IAGD should be based on a standardized indicator where available (this comprises 22.5% of teacher's evaluation rating)*
  - Teachers in non-tested grades and subjects may establish a common SMART goal based on student learning needs and measurable targets revealed in aggregate data from standardized assessments where available
- *The second IAGD can be based on a non-standardized indicator (this comprises 22.5% of teacher's evaluation rating):* Sources for the development of IAGD non-standardized indicator may include:
  - Benchmark assessments of student achievement of school-wide Expectations for Student Learning measured by analytic rubrics
  - Other curricular benchmark assessments
  - Student portfolios of examples of work in content areas collected over time and reviewed annually
    The SMART goal for <u>all</u> personnel must demonstrate alignment with school-wide student achievement priorities. If a standardized assessment is not available in the teacher's discipline area, then both IAGDs may be based on non-standardized measures.

Goal-Setting:
Each Coventry teacher's SMART goal must address the learning needs of his/her students and be aligned to the teacher's assignment. The student outcome related indicators will be written to meet SMART goal criteria, i.e., Specific, Measurable, Attainable, Relevant, and Time-Bound. Teachers will write one (1) SMART goal that will address targeted areas for student growth and/or achievement.

The SMART goal will:
1. take into account the academic track record and overall needs and strengths of the students that teacher is teaching that year/semester.
2. address the most important purposes of a teacher's assignment through self-reflection.
3. align with school, district, and state student achievement objectives.
4. take into account students' learning needs vis-à-vis relevant baseline data.
5. consider Public School Information System (PSIS) factors; such guidelines shall include consideration of control factors tracked by the state-wide public school information system that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility and minimum requirements for teacher evaluation instruments and procedures. (Pursuant to section 10-151b (C.G.S.), as amended by subsection (c) of Sec. 51 of P.A. 12-116).
6. be mutually agreed upon by teacher and his/her evaluator.
7. be fair, valid, reliable and useful to the greatest extent possible.

SMART Goals and Student Progress:

The following diagram illustrates the processes involved in establishing and assessing SMART goals for student learning:

| Phase 1: Learn about this year's students by examining baseline data | → | Phase 2: Set SMART goal for student growth | → | Phase 3: Monitor and document student progress | → | Phase 4: Review multiple measures to determine progress towards attainment of the SMART goal |

Phase 1:
Learn about this year's students by examining baseline data
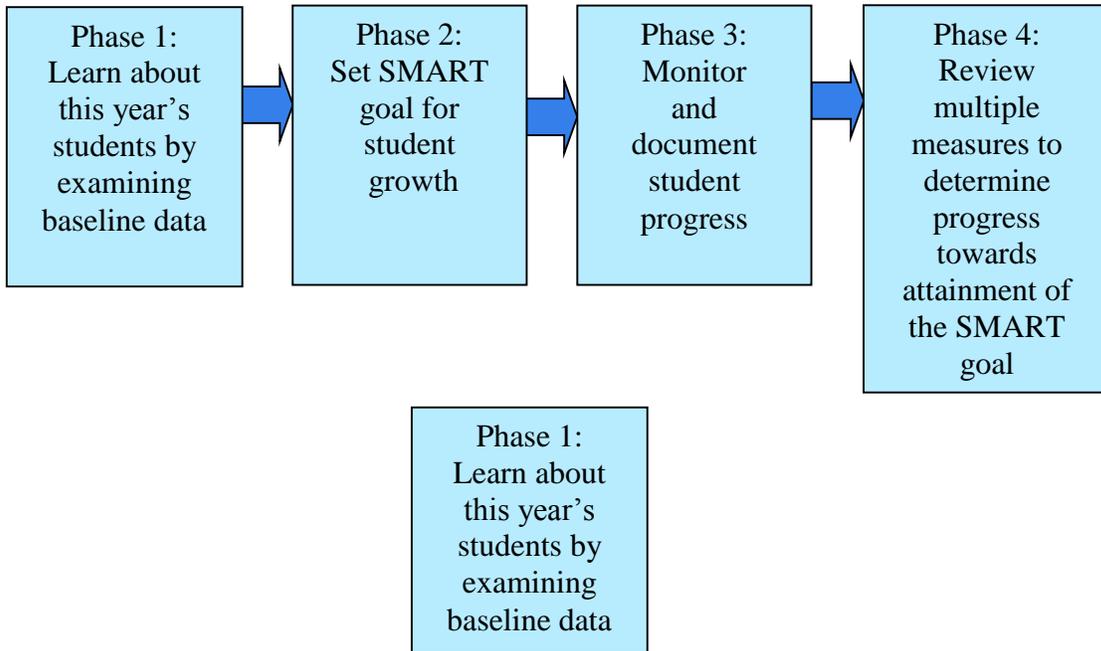
To write a meaningful and relevant SMART goal that aligns to their teaching assignment and results from a thorough knowledge of their students, data analysis is required. Examples of data that teachers may include, but are not limited to are:
1. Student outcome data (academic)
2. Behavior data (absences, referrals)
3. Perceptual data (learning styles and inventories, anecdotal)

Teachers must learn as much as they can about the students they teach, be able to document baseline data that they have used to determine their instructional focus, and be able to write a SMART goal on which they will, in part, be evaluated.

Analysis of these initial pieces of data on incoming students for the year should be completed by the end of September of the academic year.

Phase 2:
Set SMART goal
For student growth
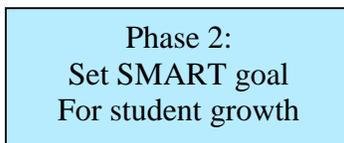
Each teacher will write one SMART goal. The SMART goal will be tied to two IAGDs, one IAGD based on a standardized assessment where available and appropriate and one IAGD based on a non-standardized assessment. If a standardized measure is not available, the teacher will use two non-standardized measures.

Examples of indicators that may be used to produce evidence of academic growth and development include, but are not limited to:

1. Standardized Indicators:
    a. Standardized assessments are characterized by the following attributes:
        i. Administered and scored in a consistent – or "standard" – manner
        ii. Aligned to a set of academic or performance "standards"
        iii. Broadly administered (e.g., nation - or statewide)
        iv. Commercially produced
        v. Often administered only once a year
    b. Standardized assessments include, but are not limited to:
        i. AP exams
        ii. SAT-9
        iii. PSAT
        iv. NOCTI
        v. CT State Fitness Test
        vi. DRA (administered more than once a year)
        vii. DIBELS (administered more than once a year)
        viii. NWEA (MAPS) (administered more than once a year)
        ix. Trade certification exams
        x. Standardized vocational ED exams
        xi. Curriculum-based assessments taken from of state-wide or national databases
        xii. Assessment consortium assessment item banks
        xiii. SBAC Assessment bank

2. Non-standardized Indicators
    a. Non-standardized indicators include, but are not limited to:
        i. Performances rated against a rubric (such as: music performance, dance performance, P.E. performance, art performance)
        ii. Performance assessments or tasks rated against a rubric (such as: writing prompts, constructed projects, student oral work, and other written work)
        iii. Portfolios of student work rated against a rubric
        iv. Curriculum-based assessments, including those constructed by a teacher or team of teachers
        v. Periodic assessments that document student growth over time (such as: formative assessments, diagnostic assessments, district benchmark assessments)
        vi. Other indicators (such as: teacher developed tests, student written work, constructed project)

Each IAGD should make clear:
1. what evidence was or will be examined
2. what level of performance growth is targeted
3. strategies used to help students to reach learning targets
4. what proportion of students is projected to achieve the targeted performance level

The SMART goal developed can also address student subgroups, such as high- or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance growth to target for which students.

Teachers will submit their SMART goal to their evaluator for review and approval. The review and approval process of the SMART goal will take place during the Goal-Setting Conference on or before October 15. Evaluators will review and approve the SMART goals based on the following criteria to ensure they are fair, reliable, valid, and useful to the greatest possible extent:

- *Priority of Content*: SMART goal is deeply relevant to teacher's assignment and addresses the most important purposes of that assignment.
- *Rigor of SMART goal*: SMART goal is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction).
- *Analysis of Student Outcome Data*: SMART goal provides specific, measurable evidence of student outcome data through analysis by the teacher and demonstrates knowledge about students' growth and development.

Phase 3:
Monitor and document
student progress

Once the SMART goal is approved, teachers must monitor students' progress toward achieving the student learning SMART goal.

Teachers may monitor and document student progress through:
1. Examination of student work
2. Administration of interim assessments
3. Tracking of students' accomplishments and struggles

Teachers may choose to share their findings from formative assessments with colleagues during collaborative time. They may also wish to keep their evaluator apprised of progress. Artifacts related to the teacher's monitoring practices will be reviewed and discussed prior to or during the Mid-Year Formative Conference.

Mid-Year Formative Conference:
At the Mid-Year Formative Conference, the evaluator and teacher will review progress toward the SMART goal using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches the teacher uses. The teacher and evaluator may mutually agree to mid-year adjustments to the SMART goal for the purpose of accommodating significant changes in student population or teaching assignment. The Mid-Year Conference will take place by February 15 of the academic year (or April 15 for second semester courses in high school).

End-of-year Review of SMART Goal/Student Outcomes and Achievement:

End of Year Conference – The teacher shall collect evidence of student progress toward meeting the student learning goal/objectives. This evidence will reflect student progress toward meeting the SMART goal for learning. The evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the learning goal/objectives. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goal/objectives, based on criteria for the 4 performance level designations shown in the table below.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each IAGD: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

Exceeded (4)	Exceeded IAGD target by 10% margin or higher
Met (3)	Met the IAGD target
Partially Met (2)	Did not meet the IAGD target by 10% margin
Did Not Meet (1)	Did not meet the IAGD target by 11% or greater

To arrive at a rating for the SMART goal, the evaluator will review the results from data collected as a body of evidence regarding the accomplishment of the goal as it relates to the two IAGDs and score the achievement of the SMART goal holistically.

The final rating for Category 1: Student Outcomes and Achievement rating for a teacher is the average of their two IAGD scores. For example, if one IAGD was Partially Met, for 2 points, and the other IAGD was Met, for 3 points, the student growth and development rating would be 2.5 [(2+3)/2]. The individual IAGD ratings and final Student Outcomes and Achievement rating will be shared and discussed with teachers during the End-of-Year Conference.

Professional Learning for Teachers and Evaluators:
Specific training will be provided to develop evaluator and teacher skill in data literacy and guide the creation of the SMART goal by which teachers will be evaluated. The content of the training will include, but not be limited to:

SMART Goal Criteria: Specific, Measurable, Attainable, Relevant, Time-Bound:
- Data Literacy as it relates to Analyzing and Interpreting Assessment Data, Understanding Root Cause, and Decision-Making Based on Inferences
- Quality of measures and indicators used to determine student growth
- Alignment of a SMART goal to school and/or district goals
- Writing plans that articulate the strategies and progress monitoring tools teachers will implement to achieve their SMART goals

All teachers and evaluators will be offered an opportunity to attend professional learning sessions to ensure a standardized approach to the documentation of student learning outcomes and achievement. Should additional professional learning be needed, it will be decided on a case-by-case basis at the school or individual level.

CATEGORY 2: TEACHER PERFORMANCE AND PRACTICE (40%)

Forty percent (40%) of a teacher's evaluation will be based on observation of teacher practice and performance using the 2013 Framework for Teaching Evaluation Instrument developed by Charlotte Danielson.

The Framework for Teaching
Coventry's observation instrument for the Professional Learning and Evaluation Plan will be the Framework for Teaching which is a fair, valid, and reliable instrument developed by Charlotte Danielson and the Danielson Rubrics for Library Media Specialist, School Counselor, School Psychologist, and Therapeutic Specialists included in Enhancing Professional Practice: A Framework for Teaching. The 2013 Edition of the Framework for Teaching incorporates the instructional implications of Common Core State Standards and includes language refinements to further improve scoring accuracy when using the Framework for evaluations and observations. This research-validated instrument provides a common language for defining and reflecting on teaching effectiveness. It is a robust instrument which has the flexibility to meet our district's needs and will allow our observers to conduct fair, consistent and reliable evaluations in today's high stakes environment. The instrument will not only provide the district with a common language for discussing teacher effectiveness but will also allow for professional training and learning to be directly linked to individual teacher needs. The Danielson Rubrics for Library Media Specialist, School Counselor, School Psychologist, and Therapeutic Specialists included in Enhancing Professional Practice: A Framework for Teaching are adapted for the evaluation of student educator support specialists whose professional practice differs from that of the classroom teacher. These specialist rubrics provide a tool to ensure consistent and reliable collection of evidence of effective practice across a variety of educators in the service of children and can lead to informed professional learning opportunities to advance professional practice.

While the FfT has always been grounded in student learning, the 2013 version includes the key tenets of the Common Core State Standards. This new framework includes the critical attributes that describe each level of performance. Embedded in the framework rubric is the CCSS focus on the themes of academic language, argumentation and student strategies. The enhancements also focus on curriculum and assessment – a major instructional

implication of the CCSS – and provide observers of classroom practice with possible examples they can use to conduct evaluations across all disciplines.

The language refinements in the 2013 Framework for Teaching will help classroom observers more accurately conduct evaluations and ensure that observations are made accurately and described with clarity. In summation, the Framework for Teaching rubrics will provide all educators in the district with a comprehensive set of tools to understand and advance teaching effectiveness.

Teacher Focus Area-Setting for Performance and Practice:
In preparation for instructional planning and Goal-Setting Conferences with evaluators, teachers will analyze their student data and use Framework for Teaching or the Danielson student educator support specialist Rubrics to reflect on their own practices and their impact on student performance. Based on that reflection, teachers will determine a performance and practice focus area to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals. Teacher practice focus area will not be scored but should result in improvements in teacher knowledge and skills which will be evidenced in observations of teacher performance and practice.

Data Gathering Process:
Coventry evaluators will use the Framework for Teaching and the Danielson student educator support specialist Rubrics to guide data collection from three sources: teacher conferences, classroom observations and reviews of practice. Over the course of the school year, evaluators will gather evidence for all Indicators and Domains. The Framework for Teaching which will allow teachers to demonstrate: the context for their work; their ability to improve student learning and performance; their ability to engage in reflective practice to improve their own knowledge and skills; and how they exercise leadership skills within their classrooms, schools, and district.

Observation of Teacher Practice:
Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual teachers with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. Annually, administrators will engage in professional learning opportunities, including online options and collaborative sessions, which will develop their skills in effective observation providing meaningful, useful feedback, and engaging in productive professional conversations with teachers.

Evaluators and other instructional leaders use a combination of formal and informal, announced and unannounced, observations to:
1. Gather evidence of and facilitate professional conversation regarding the quality of teacher practice;

2. Provide constructive oral and written feedback of observations that is timely and useful for educators;
3. Provide information for the on-going calibration of evaluators and evaluation practices in the district.

The number of observations will be differentiated based on experience, prior ratings, needs, and goals of individual teachers.

Data-Informed Observation of Teacher Performance and Practice (40%)		
SOURCES OF DATA	**EXAMPLES OF DATA**	**IMPORTANCE OF DATA**
Conferences	Data related to all 4 Domains • Conversation and artifacts that reveal the teacher has an understanding of, content, students, strategies, and use of data • Teacher's use of data to inform instruction, analyze student performance and set appropriate learning goals	• Provides opportunities for teachers to demonstrate cause and effect thinking • Provides opportunities for evaluator learning in content; systems effectiveness; priorities for professional learning • Provides context for observations and evaluation
In-class Formal Observations	Data related to Domains 1-3 and 4A • Teacher-student, student-student conversations, interactions, activities related to learning goals	• Provides evidence of teacher's ability to improve student learning and promote growth
In-class Informal Observations	Data related to Domains 2 and 3 • Teacher-student, student-student conversations, interactions, activities related to learning goals	• Provides evidence of teacher's ability to improve student learning and promote growth
Non-classroom Reviews of Practice	Data related to Domain 4 1. Teacher reflection, as evidenced in pre- and post-conference data 2. Engagement in professional development opportunities, involvement in action research 3. Collaboration with colleagues 4. Teacher-family interactions 5. Ethical decisions 6. Teacher must provide a minimum of 5 pieces of evidence related to the Review of Practice	• Provides evidence of teacher as learner, as reflective practitioner, and teacher as leader

Framework for Teaching Domains	Framework for Teaching Indicators
1. Planning and Preparation	**1.a**: Demonstrating Knowledge of Content and Pedagogy **1.b**: Demonstrating Knowledge of Students **1.c**: Setting Instructional Outcomes **1.d**: Demonstrating Knowledge of Resources **1.e**: Designing Coherent Instruction **1.f**: Designing Student Assessments
2. Classroom Environment	**2.a:** Creating an Environment of Respect and Rapport **2.b:** Establishing a Culture for Learning **2.c:** Managing Classroom Procedures **2.d:** Managing Student Behavior
3. Instruction	**3.a:** Communicating with Students **3.b:** Using Questioning and Discussion Techniques **3.c:** Engaging Students in Learning **3.d:** Using Assessment in Instruction
4. Professional Responsibilities	**4.a:** Reflecting on Teaching **4.b:** Maintaining Accurate Records **4.c:** Communicating with Families **4.d:** Participating in the Professional Community **4.e:** Growing and Developing Professionally **4.f:** Showing Professionalism

Danielson 2013 Rubric

In addition to formal conferences for goal-setting and performance review and formal observations, informal observations of teachers by evaluators will occur periodically. Observations are for the purpose of helping teachers to gain insights about their professional practice and its impact on student learning. Formal and informal observation of teachers is considered a normal part of the evaluator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope and quality of student learning in a school as a whole. In addition to in-class observations, non-classroom reviews of practice will be conducted. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, and review of lesson plans or other teaching artifacts. The Professional Learning and Evaluation Plan also establishes opportunities for teachers to participate in informal, non-evaluative observations of teacher practice for the following purposes: to enhance awareness of teaching and learning practices in our schools; to create opportunities for problem-based professional learning projects and action research to improve student learning; and to enhance collaboration among teachers and administrators in advancing the vision and mission of their schools.

- All teachers in year one and two of service in the district and all teachers rated Below Standard or Developing will receive at least three in-class formal observations. Each of the three observations will include a pre-conference and a post-conference with timely written and verbal feedback. One informal unannounced in-class observation and at least one non-classroom review of practice will also be conducted.
- All teachers in their third year of service to the district and who have received a performance rating of Effective or Exemplary will receive a number of observations appropriate to their individual development plan. Teachers in this category will receive a minimum of one formal observation with pre- and post- conferences every 3 years and 3 informal observations during the years they are not required to have a formal observation. Each year, teachers in this category will have at least one review of practice.

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
Year 1 and 2 Teachers in the district, tenured year teachers, and all teachers below standard or developing	Three in-class formal observations	All must have pre-conferences, all must have post-conferences
	One in-class informal unannounced observation	Feedback will be verbal and/or written
	At least one review of practice, with a mutually agreed upon area of practice	
Teachers in their third year or more in the district and who are designated as Effective or Exemplary	Minimum of one in-class formal observation every 3 years	In-class observation must have pre- and post-conferences
	Years when teachers are not having a formal observation they will be required to have 3 informal unannounced observations	Feedback will be verbal and/or written
	At least one review of practice each year, with a mutually agreed upon area of practice	

Evaluation Ratings for Performance and Practice:
Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for all Indicators within each of the Domains 1-4, evaluators will assign ratings of Below Standard, Developing, Effective, or Exemplary. Once Domain ratings have been assigned, a final rating for the 40% practice rating will be assigned.

Evaluator Training and Proficiency:
Formal observations of classroom practice are guided by the Domains and Indicators of the Framework for Teaching Evaluation Instrument and the Danielson 2007 student educator support specialist Rubrics. Evaluators participate in extensive training and are required to be proficient in the use of these instruments. Evaluators are required to take and pass an intensive training module on the Teachscape Platform which includes an introduction to the framework language and performance levels for each component of Domains 1 and 4. In addition, each module includes: video commentary from Charlotte Danielson, an introduction to the sources of evidence necessary to evaluate on the component, and prompts and reflection questions to use when evaluating the evidence collected from each of these sources. All component-level modules include an end-of-module quiz for users to check their understanding of the component. On completion of the two-part examination, evaluators are certified to be able to use the Framework for Teaching Evaluation Instrument.

Once certified, evaluators will be recalibrated on an annual basis (at a minimum) to ensure consistency, compliance, and high-quality application of the FfT in observations and evaluation.

CATEGORY 3. PARENT FEEDBACK (10%)
Ten percent (10%) of a teacher's evaluation shall be based on parent feedback, including data from surveys and may also include focus group data.

Coventry Public Schools strives to meet the needs of all the students all of the time. To gain insight into what parents perceive about our ability to accomplish this, a school-wide parent survey will be used.

Using a survey that is fair, reliable, valid, and useful, and that allows for anonymous responses, all Coventry schools will collect and analyze parent feedback data that will be used for continuous improvement. Surveys will be administered online one time per year. This survey data will be used by teachers as baseline data for the following academic year. Analysis of survey data will be conducted on a school-wide basis, with certified staff engaged in the analysis, and will result in one school-wide goal to which all certified staff will be held accountable.

Once the school-wide parent feedback goal has been determined by the school, teachers will identify the strategies they will implement to achieve this school-wide goal. Teachers rating for this category will be based on one of three options: (a) evidence from teacher developed student level indicators of improvement on areas of need as identified by the school level survey results; (b) evidence of teacher's implementation of strategies to

address the areas of need as identified by the survey results; or (c) the aggregate score on a school-wide level.

Rating	Criteria
Exemplary (4)	Exceeded goal
Effective (3)	Met goal
Developing (2)	Made progress but did not make goal
Below Standard (1)	Made little or no progress against goal

CATEGORY 4. WHOLE-SCHOOL STUDENT LEARNING INDICATORS (5%)

Five percent (5%) of a teacher's evaluation shall be based on whole-school student learning indicators.

The administrator will define and communicate a Whole-School Learning Indicator that is based on whole-school achievement data and directly correlated to his/her SLO targets which make up 45% component of the Administrators' final evaluation and to which all certified staff will be held accountable.

Certified staff will be asked to articulate in writing how they will, through their instructional practice, contribute to the achievement of the Whole-School Learning Indicator. Teachers' efforts and actions taken towards achievement of the Whole-School Learning Indicator will be discussed during the pre-, mid-year, and post-conferences. Teachers will be expected to bring artifacts from their practice that support and provide evidence of their contributions to the attainment of this indicator.

A teacher's indicator rating will be equal to the aggregate rating for the multiple student learning indicators established for his/her administrator's evaluation rating. Each teacher in the school will receive the final aggregate score which will be the equivalent of the Administrator's target goal rating for the 45% component of the Administrator's rating.

SUMMATIVE TEACHER EVALUATION RATING

Each teacher shall annually receive a summative rating in one of four levels:

1. *Exemplary* – Substantially exceeding indicators of performance
2. *Effective* - Meeting indicators of performance
3. *Developing* – Meeting some indicators of performance but not others
4. *Below Standard* – Not meeting indicators of performance

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for teachers district-wide or even statewide. Few teachers are

expected to demonstrate *exemplary* performance on more than a small number of indicators.

Effective ratings represent fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

D*eveloping* ratings indicate performance that the teacher has met a level of effective in some indicators but not others.   Improvement is necessary and expected.

Below Standard ratings indicate performance that has been determined to be below effective on all components or unacceptably low on one or more indicators.

Determining Summative Ratings:

The process for determining summative evaluation ratings has three steps: (a) determining a practice rating, (b) determining a teacher outcomes rating, and (c) combining the two into an overall rating.

A.   TEACHER PRACTICE RATING: Teacher Performance and Practice (40%) + Parent Feedback (10%) = 50%

The practice rating derives from a teacher's performance on four domains of the Framework For Teaching Evaluation Instrument or the Danielson student educator support specialist Rubrics and the parent feedback target. Evaluators record a rating for the domains that generates an overall rating for teacher practice. The Parent Feedback rating is combined with the Teacher Practice rating and an overall Teacher Performance and Practice rating is determined.

B.   TEACHER OUTCOMES RATING: Student Outcomes and Achievement (45%) + Whole-School Student Learning Indicators (5%) = 50%

The outcomes rating derives from SMART goal achievement measure based on the two IAGDs and Whole-School Student Learning Indicators Outcome. As shown in the Summative Rating Form, evaluators record a rating for the SMART goal agreed to in the beginning of the year. The Whole-School Student Learning Indicator rating is combined with the SMART goal rating and an overall Teacher Outcomes Rating is determined.

C. FINAL SUMMATIVE: Practice (50%) + Outcomes (50%) = 100%

The Summative rating combines the practice and outcomes ratings using the matrix below.

If the two areas in any matrix are highly discrepant (e.g., a rating of Exemplary for Teacher Practice and a rating of Below Standard for Student Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the matrix.

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If upon re-examination of the data, the ratings do not change, the evaluator will use the matrix to determine the rating.

Teacher Practice Rating				
		Exemplary	*Effective*	*Developing*	*Below Standard*

Teacher Outcomes Rating		*Exemplary*	*Effective*	*Developing*	*Below Standard*
	Exemplary	*Exemplary*	*Exemplary*	*Effective*	*Developing*
	Effective	*Exemplary*	*Effective*	*Effective*	*Developing*
	Developing	*Effective*	*Effective*	*Developing*	*Developing*
	Below Standard	*Developing*	*Developing*	*Developing*	*Below Standard*

In accordance with The CT Guidelines for Educator Evaluation, Coventry's Professional Learning and Evaluation Plan employs a 4-level matrix rating system, as follows:

1. Annual summative evaluations must provide each teacher with a summative rating aligned to one of four performance evaluation designations: Exemplary, Effective, Developing, and Below Standard**.**
2. In order to determine summative rating designations for each teacher, Coventry evaluators will:
    A. Rate teacher performance in each of the four Categories:
        1. Student Outcomes and Achievement;
        2. Observations of Teacher Performance and Practice;
        3. Parent Feedback; and
        4. Whole-School Student Learning Indicators.
    B. Combine the Student Outcomes and Achievement rating (Category 1, above) and Whole-School Student Learning Indicator rating (Category 4, above) into a single rating, taking into account their relative weights. This will represent an overall "**Outcomes Rating**" of Exemplary, Effective, Developing, or Below Standard.
    C. Combine the Observations of Teacher Performance and Practice rating (Category 2, above) and the Parent Feedback rating (Category 3, above) into a single rating, taking into account their relative weights. This will represent an overall "**Practice Rating**" of Exemplary, Effective, Developing, or Below Standard.

D. Combine the **Outcomes Rating** and **Practice Rating** into a **final** **rating**. In undertaking this step, teachers will be assigned a Summative rating category of **Exemplary, Effective, Developing, or Below Standard.**

Resolution of Differences:
Should a teacher disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report but is not obligated to do so. The teacher has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the teacher and evaluator are unable to resolve their differences, they can submit the matter to the Superintendent for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

Primary Evaluators:
The Primary Evaluator for most teachers will be the school Principal, Assistant Principal, or Central Office Administrator who will be responsible for the overall evaluation process, including assigning summative ratings. Even if a Complementary Evaluator is involved in the rating process, the Primary Evaluator will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.

Definition of Teacher Effectiveness and Ineffectiveness:
Teacher effectiveness will be based upon a pattern of summative teacher ratings collected over time.   In order to be deemed Effective, teachers will need to have a summative rating of Effective or Exemplary. Teachers are required to be Effective within two years of service at the Coventry Public Schools.

Any teacher having a summative rating of Developing or Below Standard after one year of being evaluated with this plan may be placed on an individual improvement plan. (**See Professional Assistance and Support System, or PASS, below.)**

After one year of participating in PASS, a teacher receiving such support will be expected to have a summative rating of Effective or Exemplary. Teachers who do not receive a summative rating of Effective or Exemplary after one year of participation in PASS may be placed on an additional year of PASS. No teacher will be placed on PASS for more than two consecutive years.

TEACHER PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS)

Teachers who receive a summative evaluation rating of Developing or Below Standard may work with their local association president (or designee) in the development of a PASS plan, in collaboration with the evaluator (or designee). The plan will be created prior to the beginning of the next school year. The PASS process will identify areas of improvement needed and will include supports that Coventry Public Schools will provide to address the

performance areas identified as in need of improvement. A teacher's successful completion in PASS is determined by a summative final rating of Effective or Exemplary at the conclusion of the school year.

The plan must include the following components:
1. *Areas of Improvement*: Identify area(s) of needed improvement
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area(s) needing improvement
3. *Domain*: List domain rated "Developing" or "Below Standard"
4. *Indicators for Effective Teaching*: Identify exemplary practices in the area(s) identified as needing improvement
5. *Improvement Strategies to be Implemented*: Provide strategies that the teacher can implement to show improvement in any domain rated "Developing" or "Below Standard"
6. *Tasks to Complete*: Specific tasks the teacher will complete that will improve performance in the domain
7. *Support and Resources*: List of supports and resources the teacher can use to improve; e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
8. *Evidence of Progress*: How the teacher will show progress towards Effective/Exemplary in identified domain(s) through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level. The teacher, local association president or designee, and evaluator or designee will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the Superintendent of Schools. The contents of the plan will be confidential.

PASS Improvement and Remediation Plan (60 School Days):

The PASS Remediation Plan is a further step in the attempt to provide a teacher with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of teaching. The evaluator will help the teacher outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Consistent supervision followed by timely feedback will be provided by the evaluator. This intervention will operate for a period of time that the evaluator determines to be appropriate but will normally conclude within 60 school days. At the end of the intervention period, the evaluator will issue a recommendation. If the teacher demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that teacher to a normal plan phase. In situations when progress is unacceptable, the teacher will move into the Intensive Remediation Plan. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the teacher's personnel file.

PASS Intensive Remediation Plan (30 School Days):

The PASS Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan, if necessary, to provide the help needed to meet the requirements of the position. The teacher, evaluator, and another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The teacher may choose to include their bargaining representative. The evaluator and/or the teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The plan will be in operation for a period of time that the evaluator determines to be appropriate but will normally conclude after 30 school days. Weekly observations followed by feedback will be provided during this phase. At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the teacher demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that teacher to the normal plan phase. If the teacher's performance is below *Effective*, the evaluator will recommend termination of that teacher's employment to the Superintendent.

Resolution of Differences:

Should a teacher disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report but is not obligated to do so. The teacher has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the teacher and evaluator are unable to resolve their differences, they can submit the matter to the Superintendent for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

Additional Guidance Regarding Professional Assistance and Support System (PASS):

The intent of the Professional Assistance and Support System is to provide the teacher with support and guidance to enable the teacher to meet the performance standards and to achieve the level of "Effective" teacher. However, the PASS process does not preclude the Board of Education from taking disciplinary action against a teacher if the teacher has violated any policy of the Board, or if the teacher is not performing satisfactorily.

While annual Summative ratings are one way to identify teachers not making adequate progress, there are also times when immediate intervention is required. When the evaluator observes consistent problems in performance or patterns of behavior during ongoing, daily contact, during conferences, or over the course of several observations, the teacher will be advised in writing of the problem(s) and will be requested to submit and implement an action plan to correct the problem within a specified amount of time. When that time passes, a review conference will take place. This initial informal period of corrective action will culminate in a review conference after 30 school days.

During the review conference, if it is determined that the problem had not been corrected, written documentation will follow within five (5) school days of the conference stating the

problem and the teacher will be placed on the PASS Improvement and Remediation Plan for a period of 60 school days.

The teacher and evaluator will meet as indicated on the timeline. If satisfactory progress has not been made after 60 school days, the teacher will next move to the PASS Intensive Remediation Plan for a period of 30 school days. At the completion of the 30 school days on the Intensive Remediation Plan, the evaluator will hold a review conference for the purposes of determining whether the teacher has successfully met the established objectives and corrective actions. The evaluator has three options:

  a.   If the evaluator decides that sufficient progress has been made toward meeting the established objectives, the teacher will be returned to his/her regular evaluation component. A written statement will indicate the area(s) of concern has/have improved and will continue to be monitored on the Professional Evaluation cycle.
  b.   If the evaluator decides that some progress has been made toward meeting the established objectives, but performance does not yet meet system standards, a recommendation for continuation on the Intensive Remediation Plan for an additional 30 school days may be made.
  c.   If unsatisfactory performance has persisted, the evaluator may initiate termination procedures.   Personnel are protected by the right to due process as provided by State statutes and the contract between the Education Association of Coventry and the Coventry Board of Education.

ADMINISTRATOR EVALUATION PLAN

OVERVIEW

Coventry Public Schools' Administrator Evaluation Plan is a means to develop a shared understanding of leader effectiveness. Coventry's administrator evaluation and support plan defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community.

The plan describes four levels of performance for administrators and focuses on the practices and outcomes of Effective administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader
- Meeting expectations in at least 2 other areas of practice
- Meeting 1 target related to stakeholder feedback
- Meeting whole-school achievement growth targets
- Meeting and making progress on 2 SMART goals aligned to school and district priorities
- Having more than 60% of teachers Effective on the student growth portion of their evaluation

This document describes the administrator evaluation plan, beginning with a set of underlying core design principles. Next it addresses the four components on which administrators are evaluated – leadership practice, stakeholder feedback, student learning, and teacher effectiveness – before describing the process of evaluation and, finally, the steps evaluators take to reach a summative rating for an administrator.

COMPONENTS OF THE ADMINISTRATOR EVALUATION PLAN

The evaluation of administrators, as well as supports for their ongoing growth and development, are based on four categories:

CATEGORY 1: LEADERSHIP PRACTICE (40%)
An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating.

Leadership practice is described in the Common Core of Leading: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations. (See Appendix)

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning) for principals will be weighted twice as much as** any other Performance Expectation. The other Performance Expectations must have a weighting of at least 5% of the overall evaluation.

These weightings will be consistent for all principals and other Coventry Public Schools administrators. For assistant principals and other 092 certificate holders in non-teaching roles, the six Performance Expectations are weighted equally.

In order to arrive at these ratings, administrators are measured against the **Leader Evaluation Rubric** which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are:

- **Exemplary**: The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Effective performance.
- **Effective:** The rubric is anchored at the Effective Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in **bold** at the Effective level.
- **Developing**: The Developing Level focuses on leaders with a general knowledge of leadership practices, but most of those practices do not necessarily lead to positive results.
- **Below Standard**: The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Two key concepts, indicated by bullets, are often included as indicators. Each of the concepts demonstrates a continuum of performance across the row, from *Below Standard* to *Exemplary*.

Assigning ratings for each Performance Expectation: Performance indicators provide examples of observable, tangible behavior that indicate the degree to which administrators are meeting each Performance Expectation. Evaluators and administrators will review performance and complete evaluation at the Performance Expectation level, NOT at the Element level. Additionally, it is important to document an administrator's performance on each Performance Expectation with evidence generated from multiple performance indicators but not necessarily all performance indicators. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

Assessing the practice of administrators other than principals and assistant principals: For Coventry Public Schools administrators in non-school roles, administrator practice will be assessed based upon ratings from evidence collected directly from the

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Connecticut School Leadership Standards. The leader evaluation rubric will be used in situations where it is applicable to the role of the administrator.

Leadership Practice Summative Rating
Summative ratings are based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:

The administrator and evaluator meet for a Goal-Setting Conference by September 30 to identify focus areas for development of the administrator's leadership practice.

1. The administrator being evaluated collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. Evaluators of principals must conduct at least two school site observations for any principal and will conduct at least four school site observations for principals who are in year one or two in the district, school, the profession, or who have received ratings of Developing or Below Standard. Evaluators of assistant principals will conduct at least four observations of the practice of assistant principals. Evaluators of other Coventry Public Schools administrators will conduct at least two observations and/or reviews of practice.
2. The administrator being evaluated and the evaluator hold a Mid-Year Formative Conference by January 30 with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. By May 30, the administrator being evaluated reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.
4. By June 30, the evaluator and the administrator being evaluated meet to discuss all evidence collected. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of Exemplary, Effective, Developing, or Below Standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the Leadership Practice Matrix and generates a summary report of the evaluation by June 30. (Supported by "Summative Rating Form", see Appendix.)

Orientation and Training Programs:
During the spring of each year, Coventry Public Schools will provide training for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timelines for their evaluation. Special attention will be given to the Common Core of Leading Performance Expectations and the Leadership Practice Rubric, so that all administrators fully understand Performance Expectations and the requirement for being a Effective administrator. Additional training will be provided throughout the

academic year that will provide administrators with access to resources and to connect with colleagues to deepen their understanding of the Evaluation Program.

By August 30, Coventry Public Schools will provide all evaluators of administrators with training focused on the administrator evaluation system. Training will include an in-depth overview and orientation of plan, the process and timeline for plan implementation, the process for arriving at a summative evaluation, and the use of Teachscape. Training will be provided on using the Leadership Practice Rubric, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. Additional training will be provided to all evaluators in conducting effective observations and providing high-quality feedback.

Principals and Central Office Administrators:

Leadership Practice Matrix (40%)

Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)
Exemplary on Teaching and Learning *Exemplary* on at least 2 other performance expectations No rating below *Effective* on any performance expectation	At least *Effective* on Teaching and Learning At least *Effective* on at least 3 other performance expectations No rating below *Developing* on any performance expectation	At least *Developing* on Teaching and Learning At least *Developing* on at least 3 other performance expectations	*Below Standard* on Teaching and Learning or *Below Standard* on at least 3 other performance expectations

Assistant Principals and Other Administrators:

Leadership Practice Matrix (40%)

Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)	
Exemplary on at least 3 performance expectations No rating below *Effective* on any performance expectation	At least *Effective* on at least 4 performance expectations No rating below *Developing* on any performance expectation	At least *Developing* on 4 performance expectations	*Below Standard* on 3 performance expectations	

CATEGORY 2: STAKEHOLDER FEEDBACK (10%)

Feedback from stakeholders assessed by administration of a survey with measures that align to the Connecticut Leadership Standards is 10% of an administrator's summative rating.

To gain insight into what stakeholders perceive about administrators' effectiveness, for each administrative role, the stakeholders surveyed will be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback will include parents, but may include other stakeholders (e.g., teachers, other staff, community members, students, etc.).

The survey instrument to be used will be fair, reliable, valid, and useful.

The surveys will be administered on-line and allow for anonymous responses. All Coventry Public Schools administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. Surveys will be administered one time per year. The survey data will be used by administrators as baseline data for the following academic year. Analysis of survey data will result in one administrative goal. Once the goal has been determined, the administrator will identify the strategies he/she will implement to meet the target.

ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

Ratings may be based on one of two options: (a) evidence from administrator developed school-level indicators of improvement on areas of need as identified by the school-level survey results; or (b) evidence of administrator's implementation of strategies to address the areas of need as identified by the survey results.

This is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:

1. Administer surveys to relevant stakeholders
2. Review baseline data on selected measures
3. Set one goal for growth on a selected measure (or performance on a selected measure when growth is not feasible to assess or performance is already high)
4. Aggregate data and review evidence to determine the degree to which the administrator achieved the established goal
5. Assign a rating, using this scale:

Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)
Exceeded goal	Met goal	Made progress, but did not meet goal	Made little or no progress against goal

CATEGORY 3: SMART GOALS (45%)
Student learning is assessed on performance and growth on two locally-determined measures (SMART goals). Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation.

LOCALLY-DETERMINED MEASURES – SMART GOALS
Administrators will establish two SMART goals on measures they select. In selecting measures, certain parameters apply:
- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level or an administrators' assignment, Coventry will use research-based learning standards appropriate for that administrators' assignment (i.e., Standards for Professional Learning, American School Counselors Association, etc.).
- For administrators in high school, one measure will include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.

- For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set out in the school's mandated Improvement Plan.

Administrators have broad discretion in selecting indicators, including, but not limited to:

- Student performance or growth on district-adopted assessments (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to, 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students' performance or growth on school- or classroom-developed assessments in subjects and grade levels.

The process for selecting measures and creating SMART goals will strike a balance between alignment to student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way (described for principals):

- First, establish student learning priorities for a given school year based on available data.
- The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The principal chooses student learning priorities for her/his own evaluation that are aligned to Coventry priorities and the school's improvement plan.
- The principal chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.
- The principal shares the SMART goals with her/his evaluator designed to ensure that:
  o The SMART goals are attainable.
  o There is adequate data that can be collected to make a fair judgment about whether the administrator met the established SMART goals.
  o The SMART goals are based on a review of student characteristics (e.g., mobility, attendance, demographic, and learning characteristics) relevant to the assessment of the administrator against the objective.
  o The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator being evaluated and the evaluator collect interim data on the SMART goals to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Based on this process, administrators receive a rating for this portion using the Coventry Administrator Evaluation Summative Rating Form.

To arrive at an overall student learning growth rating, each SMART goal will be rated using the following matrix:

		SMART Goal 2 (22.5%)			
		Exemplary	**Effective**	**Developing**	**Below Standard**
SMART Goal (1) (22.5%)	**Exemplary**	Exemplary	Exemplary	Effective	Developing
	Effective	Exemplary	Effective	Effective	Developing
	Developing	Effective	Effective	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

CATEGORY 4: TEACHER EFFECTIVENESS (5%)

Teacher Effectiveness – as measured by an aggregation of teachers' SMART goals – is 5% of an administrator's evaluation.

Improving teacher effectiveness is central to a principal's role in driving improved student learning outcomes. That is why, in addition to measuring the actions that principals take to increase teacher effectiveness – from hiring and placement to ongoing professional development to feedback on performance – the principal evaluation model also assesses the outcomes of all of that work.

As part of Coventry Public Schools' teacher evaluation plan, teachers are assessed in part on their accomplishment of their SMART goals. This is the basis for assessing principals' contribution to teacher effectiveness outcomes. The evaluator will use the aggregate results of teachers' progress toward meeting their SMART goals to assign an overall rating for **Teacher Effectiveness** using the **Teacher Effectiveness Rating Matrix** below:

Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)
80-100% of teachers are rated *Effective* or *Exemplary* on the student growth portion of their evaluation	61-80% of teachers are rated *Effective* or *Exemplary* on the student growth portion of their evaluation	41-60% of teachers are rated *Effective* or *Exemplary* on the student growth portion of their evaluation	Less than 40% of teachers are rated *Effective* or *Exemplary* on the student growth portion of their evaluation

ADMINISTRATOR EVALUATION PROCESS

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The following pages explain the annual cycle that administrators and evaluators will follow.

OVERVIEW
Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a mid-year formative review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the next year.

SCHOOL YEAR: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION

JULY	AUGUST	JANUARY	MAY	JUNE
Orientation and context setting	Goal setting and plan development	Mid-year formative review	Self-assessment	Preliminary summative rating to be finalized in August

Step 1: Orientation and Context-Setting by July 30:

To begin the process, the administrator needs five things to be in place:

1. Student learning data are available for review by the administrator.
2. Stakeholder survey data are available for review by the administrator.
3. The Superintendent has communicated his/her student learning priorities for the year.
4. The administrator has evaluated results of his/her school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

Step 2: Goal-Setting and Plan Development by August 15:

Before a school year starts, administrators will:
1. identify two SMART goals
2. identify one stakeholder feedback target

Administrators will then identify the two specific areas of focus for their practice **that will help them accomplish** their SMART goals, and their stakeholder feedback target, choosing from among the elements of the Connecticut School Leadership Standards.

Administrators will identify these two specific focus areas of growth in order to facilitate a professional conversation about their leadership practice with their evaluator. What is critical is that the administrator can connect improvement in the practice focus areas to the growth in SMART goals and the stakeholder feedback target, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet by the end of August to discuss and agree on the selected outcome goals and practice focus areas.

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas, and the resources and supports – comprise an individual's evaluation plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports, and sources of evidence to be used.

The goal-setting form (see Appendix) is to be completed by the administrator being evaluated. The focus areas, goals, activities, outcomes, and time line will be reviewed by the administrator's evaluator prior to beginning work on the goals.

The evaluator will establish a schedule of school visits with the administrator to collect evidence and observe the administrator's work. The first visit will take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation plan. Subsequent visits will be planned at two- to three-month intervals.

A note on the frequency of school site observations:
- two observations for each administrator with at least two years of service in the district and a rating of Effective or Exemplary
- four observations for assistant principals and for any administrator in year one or two new to Coventry Public Schools or who has received ratings of Developing or Below Standard

Step 3: Mid-Year Formative Review:
Midway through the school year, there will be a formal check-in to review progress. In preparation for meeting:

- The administrator analyzes available student achievement data and considers progress toward outcome goals.
- The evaluator reviews observation and feedback forms to identify key themes for discussion.

The administrator being evaluated and the evaluator hold a mid-year formative conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals. Goals may be adjusted at this point.

Step 4: Self-Assessment:

By May 30, the administrator being evaluated completes a self-assessment on his/her practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator being evaluated determines whether he/she:

- needs to grow and improve practice on this element;
- has some strengths on this element but needs to continue to grow and improve;
- is consistently effective on this element; or
- can empower others to be effective on this element.

The administrator being evaluated will also review his/her focus areas and determine if she/he considers themselves on track or not.

The administrator being evaluated submits his/her self-assessment to his/her evaluator.

Step 5: Summative Review and Rating:

The administrator being evaluated and the evaluator meet by May 30 to discuss the administrator's self-assessment and all evidence collected over the course of the year. This meeting serves as an opportunity to convey strengths, growth areas, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

The evaluator completes the summative evaluation report, shares it with the administrator, and adds it to the administrator's personnel file with any written comments attached that the administrator requests to be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by June 30 of a given school year.

SUMMATIVE ADMINISTRATOR EVALUATION RATING

Each administrator will annually receive a summative rating in one of four levels:

- **Exemplary:** Exceeding indicators of performance
- **Effective:** Meeting indicators of performance
- **Developing:** Meeting some indicators of performance but not others
- **Below Standard:** Not meeting indicators of performance

A rating of *Effective* represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, Effective administrators can be characterized as:

- Meeting expectations as an instructional leader
- Meeting expectations in at least 2 other areas of practice
- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting and making progress on 2 SMART goals aligned to school and district priorities
- Having more than 60% of teachers Effective on the student growth portion of their evaluation

Supporting administrators to reach the Effective rating is at the very heart of this evaluation model.

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide.

A rating of *Developing* means that performance is meeting the Effective level in some components, but not others. Improvement is necessary and expected and two consecutive years at the *Developing* level is, for an experienced administrator, a cause for concern.

A rating of *Below Standard* indicates performance that is below Effective on all components or unacceptably low on one or more components.

Determining Summative Ratings:

The process for determining summative evaluation ratings has three steps: (a) determining an administrator practice rating, (b) determining an administrator outcomes rating, and (c) combining the two into an overall rating.

A. ADMINISTRATOR PRACTICE RATING: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the stakeholder feedback target. As shown in the Summative Rating Form in the Appendix, evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. The Stakeholder Feedback rating is combined with the Leadership Practice rating and the evaluator uses the matrix to determine an overall Practice Rating.

B. ADMINISTRATOR OUTCOMES RATING: SMART goals (45%) + Teacher Effectiveness (5%) = 50%

The outcomes rating derives from the student learning achievement data - as measured by SMART goals – and teacher effectiveness outcomes. The Teacher Effectiveness rating is

combined with the SMART goals rating, and the evaluator uses the matrix to determine an overall Outcomes Rating.

C. FINAL SUMMATIVE: Practice (50%) + Outcomes (50%) = 100%

The Summative rating combines the practice and outcomes ratings using the matrix below.

If the two areas in any matrix are highly discrepant (e.g., a rating of Exemplary for Administrator Practice and a rating of Below Standard for Administrator Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the matrix.

If upon re-examination of the data, the ratings do not change, the evaluator will use the matrix to determine the rating.

		Administrator Practice Rating			
		Exemplary	Effective	Developing	Below Standard
Administrator Outcomes Rating	Exemplary	Exemplary	Exemplary	Effective	Developing
	Effective	Exemplary	Effective	Effective	Developing
	Developing	Effective	Effective	Developing	Developing
	Below Standard	Developing	Developing	Developing	Below Standard

Definition of Effectiveness and Ineffectiveness:

Administrator effectiveness will be based upon a pattern of summative administrator ratings collected over time. In order to be deemed effective, administrators will need to have a summative rating of Effective or Exemplary. Administrators are required to be effective within two years of being evaluated using this plan.

Any administrator having a summative rating of Developing or Below Standard after one year of being evaluated with this plan may be placed on an individual improvement plan. (**See Professional Assistance and Support System, or PASS, below.**)

After one year of participating in PASS, the administrator receiving the support will be expected to have a summative rating of Effective or Exemplary. Administrators not receiving a summative rating of Effective or Exemplary after one year of PASS may be placed on an additional year of PASS. No administrators will be placed on PASS for more than two consecutive years.

ADMINISTRATOR PROFESSIONAL ASSISTANCE AND SUPPORT PLAN (PASS)
(ADMINISTRATOR PERFORMANCE REMEDIATION PLAN)

Administrators who receive a summative evaluation rating of "Developing" or "Below Standard" will be required to work with his/her evaluator (or designated PASS Administrator Performance Remediation Plan Developer) to design an Administrator Performance Remediation Plan. The plan will be created within 30 days after the completion of the summative evaluation rating conference. The Administrator Performance Remediation Plan will identify areas of needed improvement and include supports that Coventry Public Schools will provide to address the performance areas identified as needing improvement. After the development of the PASS Administrator Performance Remediation Plan, the administrator and evaluator will collaborate to determine the target completion date. Administrators must receive a summative evaluation rating of "Effective" within a year of the development of his/her PASS Administrator Performance Remediation Plan.

The plan must include the following components:

1. *Areas of Improvement*: Identify area of needed improvement.
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Performance Expectation*: List performance expectation rated "Developing" or "Below Standard."
4. *Indicators for Effective Leading*: Identify Exemplary practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented*: Provide strategies the administrator can implement to show improvement in performance expectations rated "Developing" or "Below Standard."
6. *Tasks to Complete*: Specific tasks the administrator will complete that will improve the performance expectation.
7. *Support and Resources*: List of supports and resources the administrator can use to improve, e.g., professional learning opportunities, peer observation, colleague mentor, books, etc.
8. *Indicators of Progress*: How the administrator will show progress towards Effective/Exemplary in domain through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level. The administrator and evaluator will sign the plan. Copies will be distributed to all those

who will be involved in the implementation of the plan. The contents of the plan will be confidential.

Evaluation of Professional Learning and Evaluation Plan

The Professional Learning and Teacher Evaluation Committee will meet regularly to monitor and evaluate the Coventry Public Schools' Professional Learning and Evaluation Plan. This Committee will consist of school personnel as the Board deems appropriate including representatives selected by the Education Association of Coventry. The duties of the Committee shall include, but not be limited to, participation in the development or adoption of the teacher evaluation and support program for the district and providing for the ongoing and systematic assessment and improvement of both teacher evaluation and professional learning for the professional staff members.

On an annual basis, the Committee will share feedback regarding the regarding efficacy of the Professional Learning and Evaluation Plan with the Board of Education. This feedback will include input for revisions for annual submission to the State Department of Education.

LINKING EVALUATION AND PROFESSIONAL LEARNING

EVALUATION-BASED PROFESSIONAL LEARNING

As our core values indicate, Coventry Public Schools believes that the primary purpose for professional learning is school improvement as measured by the success of every student. We also believe that professional learning must focus on creating meaningful experiences for all staff members. Designing evaluation-based professional learning is a dynamic process. Working with program goals and data from the educator evaluation process, professional learning is planned to strengthen instruction around identified student growth needs or other areas of identified educator needs.

We recognize that educators as well as students learn in different ways and have different learning needs at different points in their career. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences, including learning teams, study groups, individual study, etc., as well as opportunities for conducting research and collaborating with colleagues on content-based pedagogical activities.

Coventry Public Schools' evaluation-based professional learning design has as its foundation the Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of Coventry's Professional Learning and Evaluation Plan is aligned with at least one, and often several, of the seven Standards for Professional Learning, as follows:

TENETS OF COVENTRY'S PLAN: ALIGNING STANDARDS AND PROCESSES:
- *Evaluation is an educator-centered process:* We believe that, for evaluation to improve professional practice, it is essential to "make evaluation a task managed by an educator and not a thing done to a worker" (Peterson, 2000, p. 5).
    - Educator reflection on aspects of their leadership practice and its effect on student achievement and teacher effectiveness, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for both veteran and novice teachers. *[Standards: Learning Communities; Data; Outcomes]*
        - Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.
        - Educators collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.

- *Organizational culture matters:* The framework and outcomes of systems for the evaluation of educators must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).
    - It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers' and administrators' perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and

administrators from the sole judges and evaluators of teachers and teaching to emphasize their role as instructional leaders who collaborate with teachers.

> ➢ Educators support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. *[Standards: Leadership; Resources]*
> ➢ Each school's core beliefs about student learning are the foundation for evaluation and support systems, and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [*Standards: Learning Communities; Implementation*]
> ➢ Educators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]
> ➢ Educators collaborate to plan, assess, and evaluate professional learning. [*Standards: Leadership; Learning Communities; Implementation; Learning Designs*]

- ***Evaluation and professional learning must be differentiated to increase organizational effectiveness:*** There is a growing research base that demonstrates that individual and collective educator efficacy (defined by Bandura, 1997, as "the group's shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments"), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004) .
  - o The needs of veteran and novice educators are different, and evaluation-based professional learning is designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). [*Standards: Learning Design; Leadership; Resources]*
  - o The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for educators to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level and professional accomplishments and/or challenges. [*Standards: Data; Outcomes: Learning Communities; Leadership]*

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

Coventry Public Schools will provide opportunities for educator career development and professional growth based on the results of the evaluation. Educators with an evaluation of Effective or Exemplary will be able to participate in opportunities to further their professional growth, including attending state and national conferences and other professional learning opportunities.

For educators rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career

educators or educators new to Coventry Public Schools; participating in development of educator Professional Assistance and Support System plans for peers whose performance is Developing or Below Standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

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Coventry Public Schools was given permission to use EASTCONN's Professional Learning and Evaluation Plan as a basis for our own plan.

THE FRAMEWORK FOR TEACHING

EVALUATION INSTRUMENT

DOMAIN 1

PLANNING AND PREPARATION
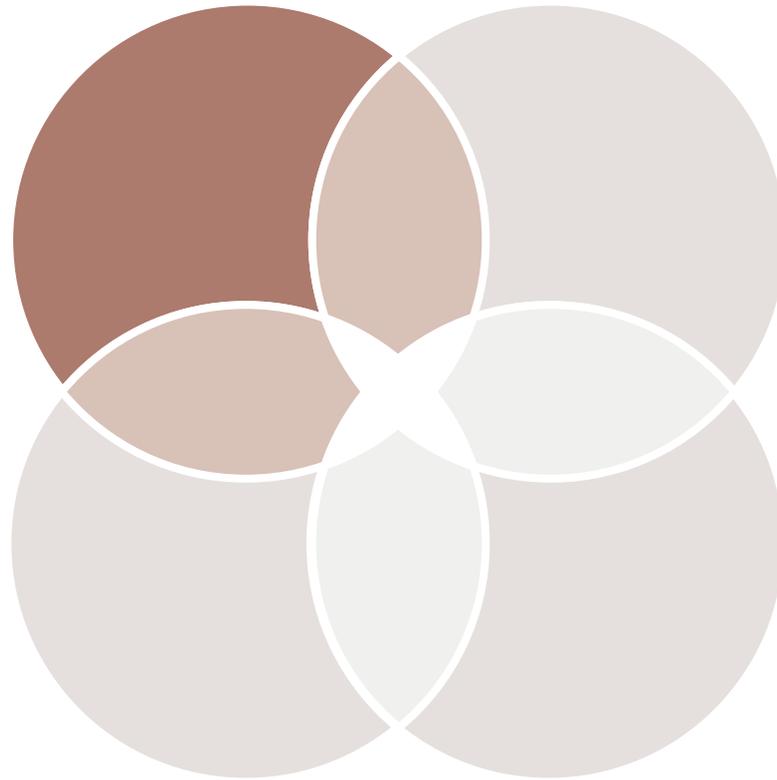
CHARLOTTE DANIELSON

1a DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline.

The elements of component 1a are:

- Knowledge of content and the structure of the discipline
  Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.

- Knowledge of prerequisite relationships
  Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.

- Knowledge of content-related pedagogy
  Different disciplines have "signature pedagogies" that have evolved over time and been found to be most effective in teaching.

Indicators include:

- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to students' questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice

Level 4

The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

CRITICAL ATTRIBUTES

- The teacher cites intra- and interdisciplinary content relationships.
- The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.
- The teacher's plans reflect recent developments in content-related pedagogy.

POSSIBLE EXAMPLES

- *In a unit on 19th-century literature, the teacher incorporates information about the history of the same period.*
- *Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter.*
- *And others...*

Level 3

The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.

CRITICAL ATTRIBUTES

- The teacher can identify important concepts of the discipline and their relationships to one another.
- The teacher provides clear explanations of the content.
- The teacher answers students' questions accurately and provides feedback that furthers their learning.
- Instructional strategies in unit and lesson plans are entirely suitable to the content.

POSSIBLE EXAMPLES

- *The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.*
- *The teacher has realized her students are not sure how to use a protractor, and so she plans to have them practice that skill before introducing the activity on angle measurement.*
- *The teacher plans to expand a unit on civics by having students simulate a court trial.*
- *And others...*

Level 2

The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.

CRITICAL ATTRIBUTES

- The teacher's understanding of the discipline is rudimentary.
- The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
- Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.

POSSIBLE EXAMPLES

- *The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.*
- *The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.*
- *The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday.*
- *And others...*

Level 1

In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

CRITICAL ATTRIBUTES

- The teacher makes content errors.
- The teacher does not consider prerequisite relationships when planning.
- The teacher's plans use inappropriate strategies for the discipline.

POSSIBLE EXAMPLES

- *The teacher says, "The official language of Brazil is Spanish, just like other South American countries."*
- *The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."*
- *The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.*
- *And others...*

1b DEMONSTRATING KNOWLEDGE OF STUDENTS

Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.

The elements of component 1b are:

- Knowledge of child and adolescent development

  Children learn differently at different stages of their lives.

- Knowledge of the learning process

  Learning requires active intellectual engagement.

- Knowledge of students' skills, knowledge, and language proficiency

  What students are able to learn at any given time is influenced by their level of knowledge and skill.

- Knowledge of students' interests and cultural heritage

  Children's backgrounds influence their learning.

- Knowledge of students' special needs

  Children do not all develop in a typical fashion.

Indicators include:

- Formal and informal information about students gathered by the teacher for use in planning instruction
- Student interests and needs learned by the teacher for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share their heritages
- Database of students with special needs

Level 4

The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

CRITICAL ATTRIBUTES

- The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.
- The teacher seeks out information from all students about their cultural heritages.
- The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

POSSIBLE EXAMPLES

- *The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.*
- *The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approach to learning.*
- *The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult.*
- *The teacher attends the local Mexican heritage day, meeting several of his students' extended family members.*
- *The teacher regularly creates adapted assessment materials for several students with learning disabilities.*
- *And others...*

Level 3

The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

CRITICAL ATTRIBUTES

- The teacher knows, for groups of students, their levels of cognitive development.
- The teacher is aware of the different cultural groups in the class.
- The teacher has a good idea of the range of interests of students in the class.
- The teacher has identified "high," "medium," and "low" groups of students within the class.
- The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.
- The teacher is aware of the special needs represented by students in the class.

POSSIBLE EXAMPLES

- *The teacher creates an assessment of students' levels of cognitive development.*
- *The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class.*
- *The teacher administers a student interest survey at the beginning of the school year.*
- *The teacher plans activities using his knowledge of students' interests.*
- *The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.*
- *The teacher realizes that not all of his students are Christian, and so he plans to read a Hanukkah story in December.*
- *The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.*
- *And others...*

Level 2

The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.

CRITICAL ATTRIBUTES

- The teacher cites developmental theory but does not seek to integrate it into lesson planning.
- The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."
- The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.
- The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.

POSSIBLE EXAMPLES

- *The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students.*
- *In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.*
- *Lesson plans make only peripheral reference to students' interests.*
- *The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet.*
- *And others...*

Level 1

The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.

CRITICAL ATTRIBUTES

- The teacher does not understand child development characteristics and has unrealistic expectations for students.
- The teacher does not try to ascertain varied ability levels among students in the class.
- The teacher is not aware of students' interests or cultural heritages.
- The teacher takes no responsibility to learn about students' medical or learning disabilities.

POSSIBLE EXAMPLES

- *The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds.*
- *The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.*
- *The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.*
- *And others...*

1c   SETTING INSTRUCTIONAL OUTCOMES

Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do, but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in domain 1.

Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will *like* to read. In addition, experienced teachers are able to link their learning outcomes with outcomes both within their discipline and in other disciplines.

The elements of component 1c are:

- Value, sequence, and alignment

  Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core State Standards.

- Clarity

  Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.

- Balance

  Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.

- Suitability for diverse students

  Outcomes must be appropriate for all students in the class.

Indicators include:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Outcomes permitting assessment of student attainment
- Outcomes differentiated for students of varied ability

Level 4

All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

CRITICAL ATTRIBUTES

- The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing.
- The teacher connects outcomes to previous and future learning.
- Outcomes are differentiated to encourage individual students to take educational risks.

POSSIBLE EXAMPLES

- *The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher's higher expectations of them.*
- *Students will develop a concept map that links previous learning goals to those they are currently working on.*
- *Some students identify additional learning.*
- *The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.*
- *One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency.*
- *And others...*

Level 3

Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.

CRITICAL ATTRIBUTES

- Outcomes represent high expectations and rigor.
- Outcomes are related to "big ideas" of the discipline.
- Outcomes are written in terms of what students will learn rather than do.
- Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.
- Outcomes, differentiated where necessary, are suitable to groups of students in the class.

POSSIBLE EXAMPLES

- *One of the learning outcomes is for students to "appreciate the aesthetics of 18th-century English poetry."*
- *The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.*
- *The learning outcomes include students defending their interpretation of the story with citations from the text.*
- *And others...*

Level 2

Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.

CRITICAL ATTRIBUTES

- Outcomes represent a mixture of low expectations and rigor.
- Some outcomes reflect important learning in the discipline.
- Outcomes are suitable for most of the class.

POSSIBLE EXAMPLES

- *Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.*
- *The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling.*
- *Most of the English Language Arts outcomes are based on narrative.*
- *And others...*

Level 1

The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.

CRITICAL ATTRIBUTES

- Outcomes lack rigor.
- Outcomes do not represent important learning in the discipline.
- Outcomes are not clear or are stated as activities.
- Outcomes are not suitable for many students in the class.

POSSIBLE EXAMPLES

- *A learning outcome for a fourth-grade class is to make a poster illustrating a poem.*
- *All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge.*
- *The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.*
- *Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.*
- *None of the science outcomes deals with the students' reading, understanding, or interpretation of the text.*
- *And others...*

1d DEMONSTRATING KNOWLEDGE OF RESOURCES

Student learning is enhanced by a teacher's skillful use of resources. Some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide noninstructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.

The elements of component 1d are:

- Resources for classroom use

  Materials must align with learning outcomes.

- Resources to extend content knowledge and pedagogy

  Materials that can further teachers' professional knowledge must be available.

- Resources for students

  Materials must be appropriately challenging.

Indicators include:

- Materials provided by the district
- Materials provided by professional organizations
- A range of texts
- Internet resources
- Community resources
- Ongoing participation by the teacher in professional education courses or professional groups
- Guest speakers

Level 4

The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

CRITICAL ATTRIBUTES

- Texts are matched to student skill level.
- The teacher has ongoing relationships with colleges and universities that support student learning.
- The teacher maintains a log of resources for student reference.
- The teacher pursues apprenticeships to increase discipline knowledge.
- The teacher facilitates student contact with resources outside the classroom.

POSSIBLE EXAMPLES

- *The teacher is not happy with the out-of-date textbook; his students will critique it and write their own material for social studies.*
- *The teacher spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry.*
- *The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.*
- *And others...*

Level 3

The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.

CRITICAL ATTRIBUTES

- Texts are at varied levels.
- Texts are supplemented by guest speakers and field experiences.
- The teacher facilitates the use of Internet resources.
- Resources are multidisciplinary.
- The teacher expands her knowledge through professional learning groups and organizations.
- The teacher pursues options offered by universities.
- The teacher provides lists of resources outside the classroom for students to draw on.

POSSIBLE EXAMPLES

- *The teacher provides her fifth graders a range of nonfiction texts about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts.*
- *The teacher takes an online course on literature to expand her knowledge of great American writers.*
- *The ELA lesson includes a wide range of narrative and informational reading materials.*
- *The teacher distributes a list of summer reading materials that will help prepare his eighth graders' transition to high school.*
- *And others...*

Level 2

The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.

CRITICAL ATTRIBUTES

- The teacher uses materials in the school library but does not search beyond the school for resources.
- The teacher participates in content-area workshops offered by the school but does not pursue other professional development.
- The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.

POSSIBLE EXAMPLES

- *For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library.*
- *The teacher knows she should learn more about literacy development, but the school offered only one professional development day last year.*
- *The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.*
- *In the second-grade math class, the teacher misuses base 10 blocks in showing students how to represent numbers.*
- *And others...*

Level 1

The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.

CRITICAL ATTRIBUTES

- The teacher uses only district-provided materials, even when more variety would assist some students.
- The teacher does not seek out resources available to expand her own skill.
- Although the teacher is aware of some student needs, he does not inquire about possible resources.

POSSIBLE EXAMPLES

- *For their unit on China, the students find all of their information in the district-supplied textbook.*
- *The teacher is not sure how to teach fractions but doesn't know how he's expected to learn it by himself.*
- *A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."*
- *In the literacy classroom, the teacher has provided only narrative works.*
- *And others...*

1e DESIGNING COHERENT INSTRUCTION

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in domain 3.

The elements of component 1e are:

- Learning activities

  Instruction is designed to engage students and advance them through the content.

- Instructional materials and resources

  Aids to instruction are appropriate to the learning needs of the students.

- Instructional groups

  Teachers intentionally organize instructional groups to support student learning.

- Lesson and unit structure

  Teachers produce clear and sequenced lesson and unit structures to advance student learning.

Indicators include:

- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- Use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plans

Level 4

The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

CRITICAL ATTRIBUTES

- Activities permit student choice.
- Learning experiences connect to other disciplines.
- The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
- Lesson plans differentiate for individual student needs.

POSSIBLE EXAMPLES

- *The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning.*
- *While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections.*
- *After the cooperative group lesson, the students will reflect on their participation and make suggestions.*
- *The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.*
- *The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum.*
- *And others...*

Level 3

Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.

CRITICAL ATTRIBUTES

- Learning activities are matched to instructional outcomes.
- Activities provide opportunity for higher-level thinking.
- The teacher provides a variety of appropriately challenging materials and resources.
- Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.
- The plan for the lesson or unit is well structured, with reasonable time allocations.

POSSIBLE EXAMPLES

- *The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.*
- *The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.*
- *The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style.*
- *The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated.*
- *The fourth-grade math unit plan focuses on the key concepts for that level.*
- *And others...*

Level 2

Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.

CRITICAL ATTRIBUTES

- Learning activities are moderately challenging.
- Learning resources are suitable, but there is limited variety.
- Instructional groups are random, or they only partially support objectives.
- Lesson structure is uneven or may be unrealistic about time expectations.

POSSIBLE EXAMPLES

- *After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.*
- *The teacher finds an atlas to use as a supplemental resource during the geography unit.*
- *The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with.*
- *The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.*
- *The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story.*
- *And others...*

Level 1

Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.

CRITICAL ATTRIBUTES

- Learning activities are boring and/or not well aligned to the instructional goals.
- Materials are not engaging or do not meet instructional outcomes.
- Instructional groups do not support learning.
- Lesson plans are not structured or sequenced and are unrealistic in their expectations.

POSSIBLE EXAMPLES

- *After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet.*
- *The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism.*
- *The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.*
- *The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text.*
- *And others...*

1f DESIGNING STUDENT ASSESSMENTS

Good teaching requires both assessment *of* learning and assessment *for* learning. Assessments *of* learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment *for* learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes.

The elements of component 1f are:

- Congruence with instructional outcomes

  Assessments must match learning expectations.

- Criteria and standards

  Expectations must be clearly defined.

- Design of formative assessments

  Assessments for learning must be planned as part of the instructional process.

- Use for planning

  Results of assessment guide future planning.

Indicators include:

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

Level 4

All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

CRITICAL ATTRIBUTES

- Assessments provide opportunities for student choice.
- Students participate in designing assessments for their own work.
- Teacher-designed assessments are authentic, with real-world application as appropriate.
- Students develop rubrics according to teacher-specified learning objectives.
- Students are actively involved in collecting information from formative assessments and provide input.

POSSIBLE EXAMPLES

- *To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class.*
- *The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.*
- *After the lesson the teacher plans to ask students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.*
- *The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during workshop time.*
- *And others...*

Level 3

All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.

CRITICAL ATTRIBUTES

- All the learning outcomes have a method for assessment.
- Assessment types match learning expectations.
- Plans indicate modified assessments when they are necessary for some students.
- Assessment criteria are clearly written.
- Plans include formative assessments to use during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.

POSSIBLE EXAMPLES

- *The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.*
- *The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined.*
- *The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities.*
- *Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept.*
- *And others...*

Level 2

Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.

CRITICAL ATTRIBUTES

- Only some of the instructional outcomes are addressed in the planned assessments.
- Assessment criteria are vague.
- Plans refer to the use of formative assessments, but they are not fully developed.
- Assessment results are used to design lesson plans for the whole class, not individual students.

POSSIBLE EXAMPLES

- *The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers.*
- *The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal.*
- *A student asks, "If half the class passed the test, why are we all reviewing the material again?"*
- *And others...*

Level 1

Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.

CRITICAL ATTRIBUTES

- Assessments do not match instructional outcomes.
- Assessments lack criteria.
- No formative assessments have been designed.
- Assessment results do not affect future plans.

POSSIBLE EXAMPLES

- *The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.*
- *The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"*
- *The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."*
- *And others...*

THE FRAMEWORK FOR TEACHING
EVALUATION INSTRUMENT

DOMAINS 2 + 3

OBSERVABLE COMPONENTS
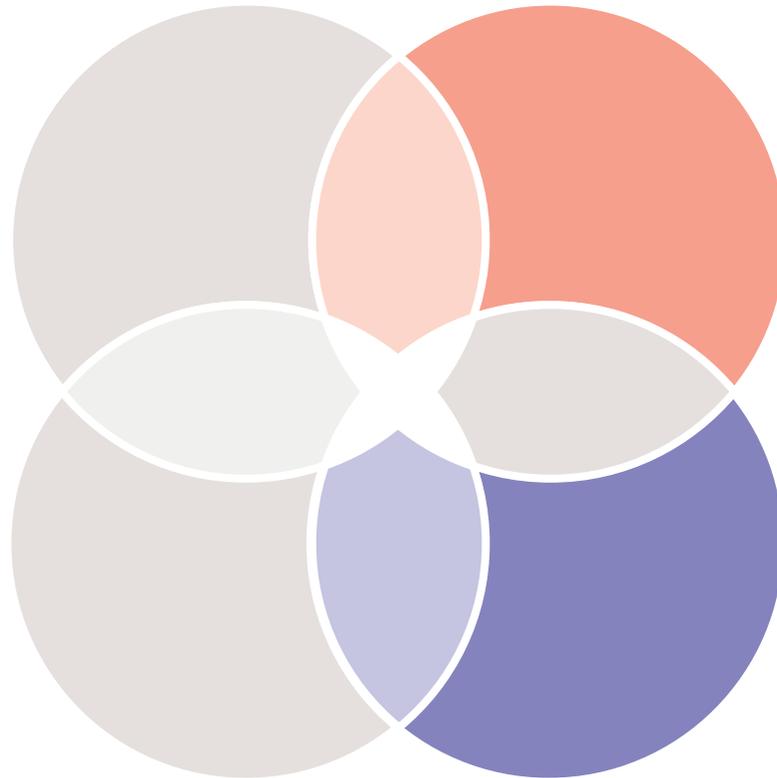
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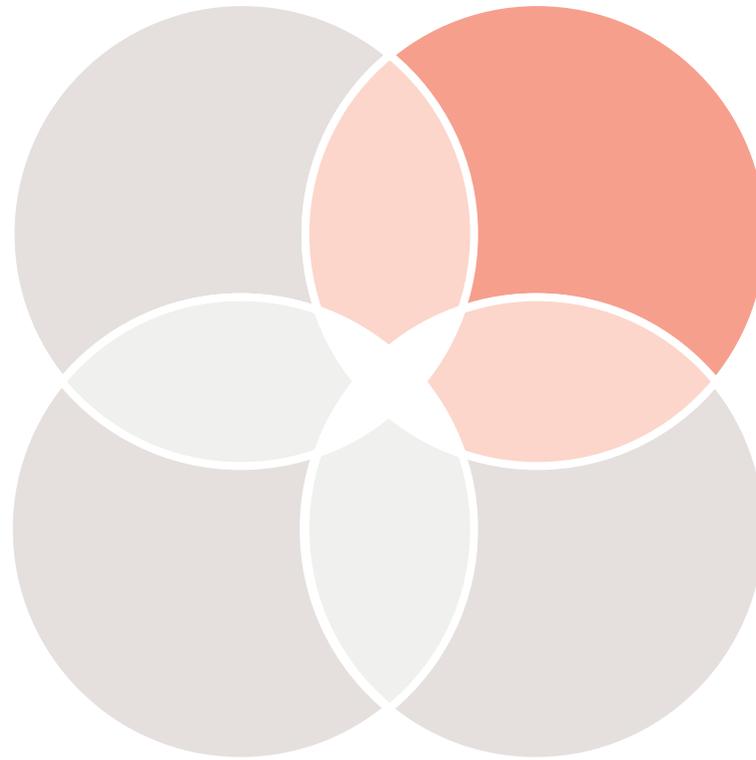
THE CLASSROOM ENVIRONMENT

2a CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.

"Respect" shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an environment of respect and rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing student behavior).

The elements of component 2a are:

- Teacher interactions with students, including both words and actions
  A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested and care about their students.

- Student interactions with other students, including both words and actions
  As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.

Indicators include:

- Respectful talk, active listening, and turn-taking
- Acknowledgment of students' backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness

Level 4

Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

CRITICAL ATTRIBUTES

- The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.
- There is no disrespectful behavior among students.
- When necessary, students respectfully correct one another.
- Students participate without fear of put-downs or ridicule from either the teacher or other students.
- The teacher respects and encourages students' efforts.

POSSIBLE EXAMPLES

- *The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).*
- *Students say "Shhh" to classmates who are talking while the teacher or another student is speaking.*
- *Students clap enthusiastically for one another's presentations for a job well done.*
- *The teacher says, "That's an interesting idea, Josh, but you're forgetting . . ."*
- *A student questions a classmate, "Didn't you mean _____?" and the classmate reflects and responds, "Oh, maybe you are right!"*
- *And others...*

Level 3

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

CRITICAL ATTRIBUTES

- Talk between the teacher and students and among students is uniformly respectful.
- The teacher successfully responds to disrespectful behavior among students.
- Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.
- The teacher makes general connections with individual students.
- Students exhibit respect for the teacher.

POSSIBLE EXAMPLES

- *The teacher greets students by name as they enter the class or during the lesson.*
- *The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk.*
- *Students attend fully to what the teacher is saying.*
- *Students wait for classmates to finish speaking before beginning to talk.*
- *Students applaud politely following a classmate's presentation to the class.*
- *Students help each other and accept help from each other.*
- *The teacher and students use courtesies such as "please," "thank you," and "excuse me."*
- *The teacher says, "Don't talk that way to your classmates," and the insults stop.*
- *And others...*

Level 2

Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.

CRITICAL ATTRIBUTES

- The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.
- The teacher attempts to respond to disrespectful behavior among students, with uneven results.
- The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.

POSSIBLE EXAMPLES

- *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.*
- *A few students do not engage with others in the classroom, even when put together in small groups.*
- *Students applaud halfheartedly following a classmate's presentation to the class.*
- *The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders.*
- *And others...*

Level 1

Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.

CRITICAL ATTRIBUTES

- The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.
- Students' body language indicates feelings of hurt, discomfort, or insecurity.
- The teacher displays no familiarity with, or caring about, individual students.
- The teacher disregards disrespectful interactions among students.

POSSIBLE EXAMPLES

- *A student slumps in his chair following a comment by the teacher.*
- *Students roll their eyes at a classmate's idea; the teacher does not respond.*
- *Many students talk when the teacher and other students are talking; the teacher does not correct them.*
- *Some students refuse to work with other students.*
- *The teacher does not call students by their names.*
- *And others...*

2b ESTABLISHING A CULTURE FOR LEARNING

A "culture for learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.

Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students' natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An emphasis on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.

The elements of component 2b are:

- Importance of the content and of learning

    In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.

- Expectations for learning and achievement

    In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teachers' expectations for high student achievement is their insistence on the use of precise language by students.

- Student pride in work

    When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

Indicators include:

- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products

Level 4

The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

CRITICAL ATTRIBUTES

- The teacher communicates passion for the subject.
- The teacher conveys the satisfaction that accompanies a deep understanding of complex content.
- Students indicate through their questions and comments a desire to understand the content.
- Students assist their classmates in understanding the content.
- Students take initiative in improving the quality of their work.
- Students correct one another in their use of language.

POSSIBLE EXAMPLES

- *The teacher says, "It's really fun to find the patterns for factoring polynomials."*
- *A student says, "I don't really understand why it's better to solve this problem that way."*
- *A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation.*
- *Students question one another on answers.*
- *A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened.*
- *And others...*

Level 3

The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.

CRITICAL ATTRIBUTES

- The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.
- The teacher demonstrates a high regard for students' abilities.
- The teacher conveys an expectation of high levels of student effort.
- Students expend good effort to complete work of high quality.
- The teacher insists on precise use of language by students.

POSSIBLE EXAMPLES

- *The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job."*
- *The teacher says, "This idea is really important! It's central to our understanding of history."*
- *The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well."*
- *The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint.*
- *Students get to work right away when an assignment is given or after entering the room.*
- *And others...*

Level 2

The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.

CRITICAL ATTRIBUTES

- The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.
- The teacher conveys high expectations for only some students.
- Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."
- The teacher's primary concern appears to be to complete the task at hand.
- The teacher urges, but does not insist, that students use precise language.

POSSIBLE EXAMPLES

- *The teacher says, "Let's get through this."*
- *The teacher says, "I think most of you will be able to do this."*
- *Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking.*
- *The teacher does not encourage students who are struggling.*
- *Only some students get right to work after an assignment is given or after entering the room.*
- *And others...*

Level 1

The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.

CRITICAL ATTRIBUTES

- The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.
- The teacher conveys to at least some students that the work is too challenging for them.
- Students exhibit little or no pride in their work.
- Students use language incorrectly; the teacher does not correct them.

POSSIBLE EXAMPLES

- *The teacher tells students that they're doing a lesson because it's in the book or is district-mandated.*
- *The teacher says to a student, "Why don't you try this easier problem?"*
- *Students turn in sloppy or incomplete work.*
- *Many students don't engage in an assigned task, and yet the teacher ignores their behavior.*
- *Students have not completed their homework; the teacher does not respond.*
- *And others...*

2c MANAGING CLASSROOM PROCEDURES

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class "runs itself."

The elements of component 2c are:

- Management of instructional groups

  Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.

- Management of transitions

  Many lessons engage students in different types of activities: large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly.

- Management of materials and supplies

  Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.

- Performance of classroom routines

  Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.

Indicators include:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

Level 4

Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

CRITICAL ATTRIBUTES

- With minimal prompting by the teacher, students ensure that their time is used productively.
- Students take initiative in distributing and collecting materials efficiently.
- Students themselves ensure that transitions and other routines are accomplished smoothly.

POSSIBLE EXAMPLES

- *Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.*
- *A student reminds classmates of the roles that they are to play within the group.*
- *A student redirects a classmate to the table he should be at following a transition.*
- *Students propose an improved attention signal.*
- *Students independently check themselves into class on the attendance board.*
- *And others...*

Level 3

There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.

CRITICAL ATTRIBUTES

- Students are productively engaged during small-group or independent work.
- Transitions between large- and small-group activities are smooth.
- Routines for distribution and collection of materials and supplies work efficiently.
- Classroom routines function smoothly.

POSSIBLE EXAMPLES

- *In small-group work, students have established roles; they listen to one another, summarizing different views, etc.*
- *Students move directly between large- and small-group activities.*
- *Students get started on an activity while the teacher takes attendance.*
- *The teacher has an established timing device, such as counting down, to signal students to return to their desks.*
- *The teacher has an established attention signal, such as raising a hand or dimming the lights.*
- *One member of each small group collects materials for the table.*
- *There is an established color-coded system indicating where materials should be stored.*
- *Cleanup at the end of a lesson is fast and efficient.*
- *And others...*

Level 2

Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.

CRITICAL ATTRIBUTES

- Students not working directly with the teacher are only partially engaged.
- Procedures for transitions seem to have been established, but their operation is not smooth.
- There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.
- Classroom routines function unevenly.

POSSIBLE EXAMPLES

- *Some students not working with the teacher are off task.*
- *Transition between large- and small-group activities requires five minutes but is accomplished.*
- *Students ask what they are to do when materials are being distributed or collected.*
- *Students ask clarifying questions about procedures.*
- *Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.*
- *And others...*

Level 1

Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.

CRITICAL ATTRIBUTES

- Students not working with the teacher are not productively engaged.
- Transitions are disorganized, with much loss of instructional time.
- There do not appear to be any established procedures for distributing and collecting materials.
- A considerable amount of time is spent off task because of unclear procedures.

POSSIBLE EXAMPLES

- *When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc.*
- *There are long lines for materials and supplies.*
- *Distributing or collecting supplies is time consuming.*
- *Students bump into one another when lining up or sharpening pencils.*
- *At the beginning of the lesson, roll-taking consumes much time and students are not working on anything.*
- *And others...*

2d MANAGING STUDENT BEHAVIOR

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

The elements of component 2d are:

- Expectations

  It is clear, either from what the teacher says or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.

- Monitoring of student behavior

  Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.

- Response to student misbehavior

  Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.

Indicators include:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior

Level 4

Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

CRITICAL ATTRIBUTES

- Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.
- The teacher silently and subtly monitors student behavior.
- Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

POSSIBLE EXAMPLES

- *A student suggests a revision to one of the classroom rules.*
- *The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.*
- *The teacher speaks privately to a student about misbehavior.*
- *A student reminds her classmates of the class rule about chewing gum.*
- *And others...*

Level 3

Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.

CRITICAL ATTRIBUTES

- Standards of conduct appear to have been established and implemented successfully.
- Overall, student behavior is generally appropriate.
- The teacher frequently monitors student behavior.
- The teacher's response to student misbehavior is effective.

POSSIBLE EXAMPLES

- *Upon a nonverbal signal from the teacher, students correct their behavior.*
- *The teacher moves to every section of the classroom, keeping a close eye on student behavior.*
- *The teacher gives a student a "hard look," and the student stops talking to his neighbor.*
- *And others...*

Level 2

Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.

CRITICAL ATTRIBUTES

- The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.
- The teacher attempts to keep track of student behavior, but with no apparent system.
- The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.

POSSIBLE EXAMPLES

- *Classroom rules are posted, but neither the teacher nor the students refer to them.*
- *The teacher repeatedly asks students to take their seats; some ignore her.*
- *To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."*
- *And others...*

Level 1

There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.

CRITICAL ATTRIBUTES

- The classroom environment is chaotic, with no standards of conduct evident.
- The teacher does not monitor student behavior.
- Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.

POSSIBLE EXAMPLES

- *Students are talking among themselves, with no attempt by the teacher to silence them.*
- *An object flies through the air, apparently without the teacher's notice.*
- *Students are running around the room, resulting in chaos.*
- *Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.*
- *And others...*
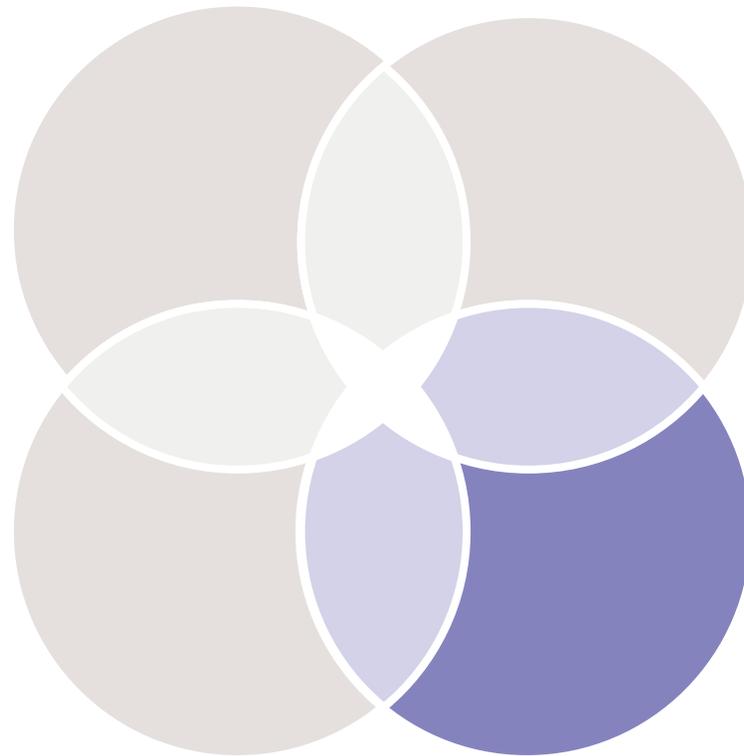
INSTRUCTION

3a COMMUNICATING WITH STUDENTS

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.

The elements of component 3a are:

- Expectations for learning

  The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning.

- Directions for activities

  Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson's activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.

- Explanations of content

  Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.

- Use of oral and written language

  For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it.

Indicators include:

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts and strategies
- Correct and imaginative use of language

Level 4

The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

CRITICAL ATTRIBUTES

- If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.
- The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
- The teacher points out possible areas for misunderstanding.
- The teacher invites students to explain the content to their classmates.
- Students suggest other strategies they might use in approaching a challenge or analysis.
- The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.
- Students use academic language correctly.

POSSIBLE EXAMPLES

- *The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully."*
- *The teacher asks a student to explain the task to other students.*
- *When clarification about the learning task is needed, a student offers it to classmates.*
- *The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples.*
- *The teacher asks, "Who would like to explain this idea to us?"*
- *A student asks, "Is this another way we could think about analogies?"*
- *A student explains an academic term to classmates.*
- *The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in- as in* inequality *means "not," and that the prefix un- also means the same thing.*
- *A student says to a classmate, "I think that side of the triangle is called the* hypotenuse.*"*
- *And others...*

Level 3

The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.

CRITICAL ATTRIBUTES

- The teacher states clearly, at some point during the lesson, what the students will be learning.
- The teacher's explanation of content is clear and invites student participation and thinking.
- The teacher makes no content errors.
- The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.
- Students engage with the learning task, indicating that they understand what they are to do.
- If appropriate, the teacher models the process to be followed in the task.
- The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.
- The teacher's vocabulary is appropriate to students' ages and levels of development.

POSSIBLE EXAMPLES

- *The teacher says, "By the end of today's lesson you're all going to be able to factor different types of polynomials."*
- *In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?"*
- *The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher's attention.*
- *The teacher says, "When you're trying to solve a math problem like this, you might think of a similar, but simpler, problem you've done in the past and see whether the same approach would work."*
- *The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day or about the water in a hose that has been sitting in the sun.*
- *The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy.*
- *And others...*

Level 2

The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.

CRITICAL ATTRIBUTES

- The teacher provides little elaboration or explanation about what the students will be learning.
- The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.
- The teacher makes no serious content errors but may make minor ones.
- The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.
- The teacher must clarify the learning task so students can complete it.
- The teacher's vocabulary and usage are correct but unimaginative.
- When the teacher attempts to explain academic vocabulary, it is only partially successful.
- The teacher's vocabulary is too advanced, or too juvenile, for students.

POSSIBLE EXAMPLES

- *The teacher mispronounces "_____."*
- *The teacher says, "And oh, by the way, today we're going to factor polynomials."*
- *A student asks, "What are we supposed to be doing?" and the teacher clarifies the task.*
- *A student asks, "What do I write here?" in order to complete a task.*
- *The teacher says, "Watch me while I show you how to _____," asking students only to listen.*
- *A number of students do not seem to be following the explanation.*
- *Students are inattentive during the teacher's explanation of content.*
- *Students' use of academic vocabulary is imprecise.*
- *And others…*

Level 1

The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

CRITICAL ATTRIBUTES

- At no time during the lesson does the teacher convey to students what they will be learning.
- Students indicate through body language or questions that they don't understand the content being presented.
- The teacher makes a serious content error that will affect students' understanding of the lesson.
- Students indicate through their questions that they are confused about the learning task.
- The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.
- The teacher's vocabulary is inappropriate to the age or culture of the students.

POSSIBLE EXAMPLES

- *A student asks, "What are we supposed to be doing?" but the teacher ignores the question.*
- *The teacher states that to add fractions they must have the same numerator.*
- *Students have a quizzical look on their faces; some may withdraw from the lesson.*
- *Students become disruptive or talk among themselves in an effort to follow the lesson.*
- *The teacher uses technical terms without explaining their meanings.*
- *The teacher says "ain't."*
- *And others…*

3b USING QUESTIONING AND DISCUSSION TECHNIQUES

Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework, it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic, is likely to promote student thinking.

Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.

The elements of component 3b are:

- Quality of questions/prompts

  Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.

- Discussion techniques

  Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x," when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.

- Student participation

  In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.

Indicators include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas
- Discussion, with the teacher stepping out of the central, mediating role
- Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates
- High levels of student participation in discussion

Level 4

The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

CRITICAL ATTRIBUTES

- Students initiate higher-order questions.
- The teacher builds on and uses student responses to questions in order to deepen student understanding.
- Students extend the discussion, enriching it.
- Students invite comments from their classmates during a discussion and challenge one another's thinking.
- Virtually all students are engaged in the discussion.

POSSIBLE EXAMPLES

- *A student asks, "How many ways are there to get this answer?"*
- *A student says to a classmate, "I don't think I agree with you on this, because..."*
- *A student asks of other students, "Does anyone have another idea how we might figure this out?"*
- *A student asks, "What if...?"*
- *And others...*

Level 3

While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

CRITICAL ATTRIBUTES

- The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.
- The teacher makes effective use of wait time.
- Discussions enable students to talk to one another without ongoing mediation by the teacher.
- The teacher calls on most students, even those who don't initially volunteer.
- Many students actively engage in the discussion.
- The teacher asks students to justify their reasoning, and most students attempt to do so.

POSSIBLE EXAMPLES

- *The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?"*
- *The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to _____?"*
- *The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian.*
- *The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.*
- *The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did _____?" to find the reason in the text and to explain their thinking to a neighbor.*
- *And others...*

Level 2

The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.

CRITICAL ATTRIBUTES

- The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.
- The teacher invites students to respond directly to one another's ideas, but few students respond.
- The teacher calls on many students, but only a small number actually participate in the discussion.
- The teacher asks students to explain their reasoning, but only some students attempt to do so.

POSSIBLE EXAMPLES

- *Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"*
- *The teacher asks, "Who has an idea about this?" The usual three students offer comments.*
- *The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher.*
- *The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters.*
- *And others…*

Level 1

The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.

CRITICAL ATTRIBUTES

- Questions are rapid-fire and convergent, with a single correct answer.
- Questions do not invite student thinking.
- All discussion is between the teacher and students; students are not invited to speak directly to one another.
- The teacher does not ask students to explain their thinking.
- Only a few students dominate the discussion.

POSSIBLE EXAMPLES

- *All questions are of the "recitation" type, such as "What is 3 x 4?"*
- *The teacher asks a question for which the answer is on the board; students respond by reading it.*
- *The teacher calls only on students who have their hands up.*
- *A student responds to a question with wrong information, and the teacher doesn't follow up.*
- *And others…*

3c ENGAGING STUDENTS IN LEARNING

Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are "What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?" If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they are challenged to be "minds-on."

The elements of component 3c are:

- Activities and assignments
  The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourages students to explain their thinking.

- Grouping of students
  How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.
  Note: *Grouping of students is an important element of 3c. However, because it is not possible to ascertain the suitability of the grouping strategy for the lesson without fully knowing the teacher's instructional purpose—which is not evident from a video alone—it is not included in the levels of performance for the* Framework for Teaching Evaluation Instrument *(Observable Components).*

- Instructional materials and resources
  The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Though some teachers are obliged to use a school's or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.

- Structure and pacing

No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators include:
- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively "working," rather than watching while their teacher "works"
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

Level 4

Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

CRITICAL ATTRIBUTES

- Virtually all students are intellectually engaged in the lesson.
- Lesson activities require high-level student thinking and explanations of their thinking.
- Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.
- Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

POSSIBLE EXAMPLES

- *Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated.*
- *Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem.*
- *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.*
- *Students identify or create their own learning materials.*
- *Students summarize their learning from the lesson.*
- *And others...*

Level 3

The learning tasks and activities are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

CRITICAL ATTRIBUTES

- Most students are intellectually engaged in the lesson.
- Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.
- Students are invited to explain their thinking as part of completing tasks.
- Materials and resources require intellectual engagement, as appropriate.
- The pacing of the lesson provides students the time needed to be intellectually engaged.

POSSIBLE EXAMPLES

- *Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity.*
- *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning.*
- *Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table.*
- *Students are asked to create different representations of a large number using a variety of manipulative materials.*
- *The lesson is neither rushed nor does it drag.*
- *And others...*

Level 2

The learning tasks and activities require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."

CRITICAL ATTRIBUTES

- Some students are intellectually engaged in the lesson.
- Learning tasks are a mix of those requiring thinking and those requiring recall.
- Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.
- Few of the materials and resources require student thinking or ask students to explain their thinking.
- The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.

POSSIBLE EXAMPLES

- *Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed.*
- *Students are asked to fill in a worksheet, following an established procedure.*
- *There is a recognizable beginning, middle, and end to the lesson.*
- *The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it.*
- *And others...*

Level 1

The learning tasks/activities, materials, and resources require only rote responses, with only one approach possible. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.

CRITICAL ATTRIBUTES

- Few students are intellectually engaged in the lesson.
- Learning tasks/activities and materials require only recall or have a single correct response or method.
- Instructional materials used are unsuitable to the lesson and/or the students.
- The lesson drags or is rushed.

POSSIBLE EXAMPLES

- *Most students disregard the assignment given by the teacher; it appears to be much too difficult for them.*
- *Students fill out the lesson worksheet by copying words from the board.*
- *Students are using math manipulative materials in a rote activity.*
- *The teacher lectures for 45 minutes.*
- *Most students don't have time to complete the assignment; the teacher moves on in the lesson.*
- *And others...*

3d USING ASSESSMENT IN INSTRUCTION

Assessment of student learning plays an important new role in teaching: no longer signaling the *end* of instruction, it is now recognized to be an integral *part* of instruction. While assessment *of* learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment *for* learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.

A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his or her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' misconceptions, whereas in the latter, the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.

But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment," or enlisting students' particular interests to enrich an explanation.

The elements of component 3d are:

- Assessment criteria

  It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear oral presentation).

- Monitoring of student learning

  A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.

- Feedback to students

  Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.

- Student self-assessment and monitoring of progress

  The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.

- Lesson adjustment

  Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or mid-course corrections. Such adjustments depend on a teacher's store of alternate instructional strategies and the confidence to make a shift when needed.

Indicators include:

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria
- The teacher adjusting instruction in response to evidence of student understanding (or lack of it)

Level 4

Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

CRITICAL ATTRIBUTES

- Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.
- The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.
- Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
- High-quality feedback comes from many sources, including students; it is specific and focused on improvement.
- The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.

POSSIBLE EXAMPLES

- *The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them.*
- *While students are working, the teacher circulates, providing specific feedback to individual students.*
- *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.*
- *Students offer feedback to their classmates on their work.*
- *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.*
- *And others...*

Level 3

Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.

CRITICAL ATTRIBUTES

- The teacher makes the standards of high-quality work clear to students.
- The teacher elicits evidence of student understanding.
- Students are invited to assess their own work and make improvements; most of them do so.
- Feedback includes specific and timely guidance, at least for groups of students.
- When improvising becomes necessary, the teacher makes adjustments to the lesson.

POSSIBLE EXAMPLES

- *The teacher circulates during small-group or independent work, offering suggestions to students.*
- *The teacher uses specifically formulated questions to elicit evidence of student understanding.*
- *The teacher asks students to look over their papers to correct their errors; most of them engage in this task.*
- *And others...*

Level 2

Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. Adjustment of the lesson in response to assessment is minimal or ineffective.

CRITICAL ATTRIBUTES

- There is little evidence that the students understand how their work will be evaluated.
- The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.
- Feedback to students is vague and not oriented toward future improvement of work.
- The teacher makes only minor attempts to engage students in self- or peer assessment.
- The teacher's attempts to adjust the lesson are partially successful.

POSSIBLE EXAMPLES

- *The teacher asks, "Does anyone have a question?"*
- *When a student completes a problem on the board, the teacher corrects the student's work without explaining why.*
- *The teacher says, "Good job, everyone."*
- *The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept.*
- *The students receive their tests back; each one is simply marked with a letter grade at the top.*
- *And others...*

Level 1

Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment, and the teacher makes no attempt to adjust the lesson even when students don't understand the content.

CRITICAL ATTRIBUTES

- The teacher gives no indication of what high-quality work looks like.
- The teacher makes no effort to determine whether students understand the lesson.
- Students receive no feedback, or feedback is global or directed to only one student.
- The teacher does not ask students to evaluate their own or classmates' work.
- The teacher makes no attempt to adjust the lesson in response to student confusion.

POSSIBLE EXAMPLES

- *A student asks, "How is this assignment going to be graded?"*
- *A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher.*
- *The teacher forges ahead with a presentation without checking for understanding.*
- *After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, the teacher responds, "After all these years in education, I just know what grade to give."*
- *And others...*

THE FRAMEWORK FOR TEACHING
EVALUATION INSTRUMENT

DOMAIN 4

PROFESSIONAL RESPONSIBILITIES
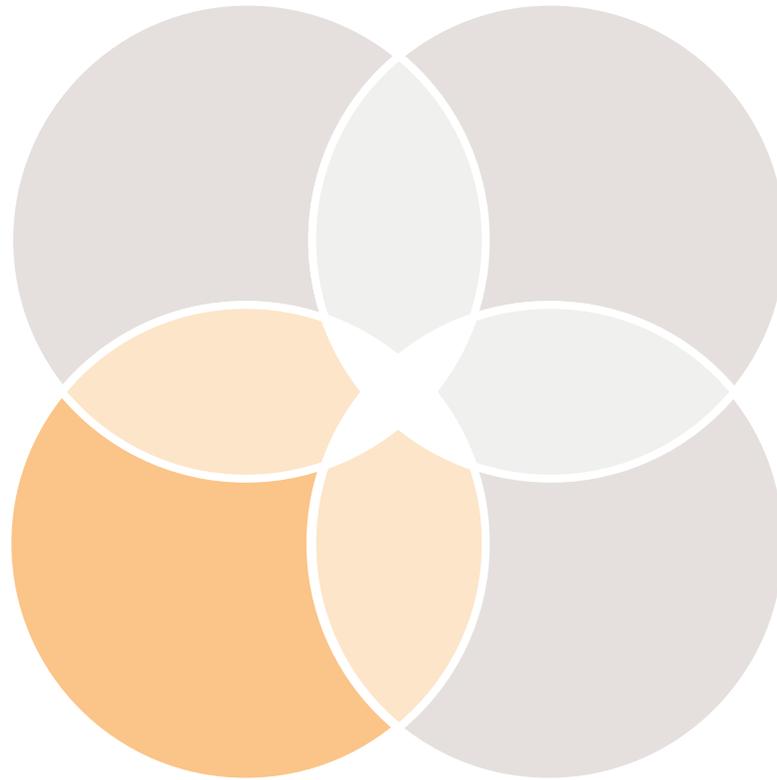
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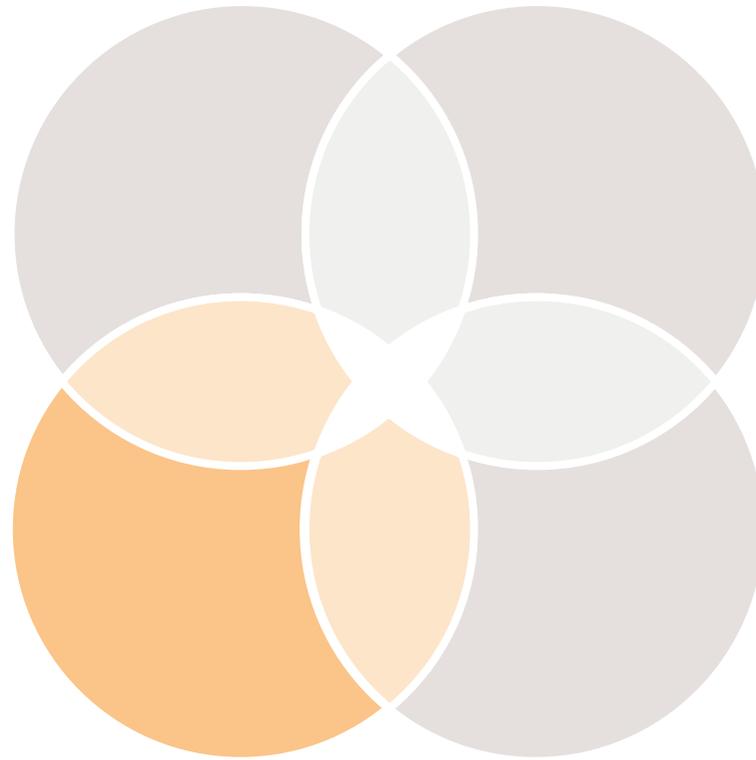
PLANNING AND PREPARATION

4a   REFLECTING ON TEACHING

Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning.

The elements of component 4a are:

- Accuracy
  As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.

- Use in future teaching
  If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments.

Indicators include:

- Accurate reflections on a lesson
- Citation of adjustments to practice that draw on a repertoire of strategies

Level 4

The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.

CRITICAL ATTRIBUTES

- The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.
- The teacher's suggestions for improvement draw on an extensive repertoire.

POSSIBLE EXAMPLES

- *The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."*
- *In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.*
- *And others...*

Level 3

The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.

CRITICAL ATTRIBUTES

- The teacher accurately assesses the effectiveness of instructional activities used.
- The teacher identifies specific ways in which a lesson might be improved.

POSSIBLE EXAMPLES

- *The teacher says, "I wasn't pleased with the level of engagement of the students."*
- *The teacher's journal indicates several possible lesson improvements.*
- *And others...*

Level 2

The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.

CRITICAL ATTRIBUTES

- The teacher has a general sense of whether or not instructional practices were effective.
- The teacher offers general modifications for future instruction.

POSSIBLE EXAMPLES

- *At the end of the lesson, the teacher says, "I guess that went okay."*
- *The teacher says, "I guess I'll try _____ next time."*
- *And others...*

Level 1

The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.

CRITICAL ATTRIBUTES

- The teacher considers the lesson but draws incorrect conclusions about its effectiveness.
- The teacher makes no suggestions for improvement.

POSSIBLE EXAMPLES

- *Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"*
- *The teacher says, "That was awful; I wish I knew what to do!"*
- *And others...*

4b MAINTAINING ACCURATE RECORDS

An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. These include student completion of assignments, student progress in learning, and noninstructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

The elements of component 4b are:

- Student completion of assignments
  Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them.

- Student progress in learning
  In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally but must be updated frequently.

- Noninstructional records
  Noninstructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples include tracking which students have returned their permission slips for a field trip or which students have paid for their school pictures.

Indicators include:

- Routines and systems that track student completion of assignments
- Systems of information regarding student progress against instructional outcomes
- Processes of maintaining accurate noninstructional records

Level 4

The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.

CRITICAL ATTRIBUTES

- Students contribute to and maintain records indicating completed and outstanding work assignments.
- Students contribute to and maintain data files indicating their own progress in learning.
- Students contribute to maintaining noninstructional records for the class.

POSSIBLE EXAMPLES

- *A student from each team maintains the database of current and missing assignments for the team.*
- *When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals.*
- *When they bring in their permission slips for a field trip, students add their own information to the database.*
- *And others...*

Level 3

The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.

CRITICAL ATTRIBUTES

- The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.
- The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.
- The teacher's process for recording noninstructional information is both efficient and effective.

POSSIBLE EXAMPLES

- *On the class website, the teacher creates a link that students can access to check on any missing assignments.*
- *The teacher's gradebook records student progress toward learning goals.*
- *The teacher creates a spreadsheet for tracking which students have paid for their school pictures.*
- *And others...*

Level 2

The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.

CRITICAL ATTRIBUTES

- The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.
- The teacher's process for tracking student progress is cumbersome to use.
- The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.

POSSIBLE EXAMPLES

- A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!"
- The teacher says, "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have time."
- On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.
- And others...

Level 1

The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.

CRITICAL ATTRIBUTES

- There is no system for either instructional or noninstructional records.
- Record-keeping systems are in disarray and provide incorrect or confusing information.

POSSIBLE EXAMPLES

- A student says, "I'm sure I turned in that assignment, but the teacher lost it!"
- The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored."
- On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.
- And others...

4c COMMUNICATING WITH FAMILIES

Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages.

The elements of component 4c are:

- Information about the instructional program
  The teacher frequently provides information to families about the instructional program.

- Information about individual students
  The teacher frequently provides information to families about students' individual progress.

- Engagement of families in the instructional program
  The teacher frequently and successfully offers engagement opportunities to families so that they can participate in the learning activities.

Indicators include:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process

Level 4

The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.

CRITICAL ATTRIBUTES

- Students regularly develop materials to inform their families about the instructional program.
- Students maintain accurate records about their individual learning progress and frequently share this information with families.
- Students contribute to regular and ongoing projects designed to engage families in the learning process.
- All of the teacher's communications are highly sensitive to families' cultural norms.

POSSIBLE EXAMPLES

- *Students create materials for Back-to-School Night that outline the approach for learning science.*
- *Each student's daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian.*
- *Students design a project on charting their family's use of plastics.*
- *And others...*

Level 3

The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.

CRITICAL ATTRIBUTES

- The teacher regularly makes information about the instructional program available.
- The teacher regularly sends home information about student progress.
- The teacher develops activities designed to engage families successfully and appropriately in their children's learning.
- Most of the teacher's communications are appropriate to families' cultural norms.

POSSIBLE EXAMPLES

- *The teacher sends a weekly newsletter home to families that describes current class activities, community and/or school projects, field trips, etc.*
- *The teacher creates a monthly progress report, which is sent home for each student.*
- *The teacher sends home a project that asks students to interview a family member about growing up during the 1950s.*
- *And others...*

Level 2

The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.

CRITICAL ATTRIBUTES

- School- or district-created materials about the instructional program are sent home.
- The teacher sends home infrequent or incomplete information about the instructional program.
- The teacher maintains a school-required gradebook but does little else to inform families about student progress.
- Some of the teacher's communications are inappropriate to families' cultural norms.

POSSIBLE EXAMPLES

- *A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."*
- *A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."*
- *The teacher sends home weekly quizzes for parent or guardian signature.*
- *And others...*

Level 1

The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.

CRITICAL ATTRIBUTES

- Little or no information regarding the instructional program is available to parents.
- Families are unaware of their children's progress.
- Family engagement activities are lacking.
- There is some culturally inappropriate communication.

POSSIBLE EXAMPLES

- *A parent says, "I'd like to know what my kid is working on at school."*
- *A parent says, "I wish I could know something about my child's progress before the report card comes out."*
- *A parent says, "I wonder why we never see any schoolwork come home."*
- *And others...*

4d PARTICIPATING IN THE PROFESSIONAL COMMUNITY

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

The elements of component 4d are:

- Relationships with colleagues
  Teachers maintain professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.

- Involvement in a culture of professional inquiry
  Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.

- Service to the school
  Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.

- Participation in school and district projects
  Teachers contribute to and support larger school and district projects designed to improve the professional community.

Indicators include:

- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives
- Regular teacher participation in and support of community initiatives

Level 4

The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

CRITICAL ATTRIBUTES

- The teacher takes a leadership role in promoting activities related to professional inquiry.
- The teacher regularly contributes to and leads events that positively impact school life.
- The teacher regularly contributes to and leads significant district and community projects.

POSSIBLE EXAMPLES

- *The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching.*
- *The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.*
- *The teacher leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events.*
- *The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community.*
- *And others...*

Level 3

The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.

CRITICAL ATTRIBUTES

- The teacher has supportive and collaborative relationships with colleagues.
- The teacher regularly participates in activities related to professional inquiry.
- The teacher frequently volunteers to participate in school events and school district and community projects.

POSSIBLE EXAMPLES

- *The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings.*
- *The teacher has decided to take some free MIT courses online and to share his learning with colleagues.*
- *The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there.*
- *The teacher enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team.*
- *And others...*

Level 2

The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.

CRITICAL ATTRIBUTES

- The teacher has cordial relationships with colleagues.
- When invited, the teacher participates in activities related to professional inquiry.
- When asked, the teacher participates in school activities, as well as district and community projects.

POSSIBLE EXAMPLES

- *The teacher is polite but seldom shares any instructional materials with his grade partners.*
- *The teacher attends PLC meetings only when reminded by her supervisor.*
- *The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."*
- *The teacher contributes to the district literacy committee only when requested to do so by the principal.*
- *And others...*

Level 1

The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.

CRITICAL ATTRIBUTES

- The teacher's relationships with colleagues are characterized by negativity or combativeness.
- The teacher purposefully avoids contributing to activities promoting professional inquiry.
- The teacher avoids involvement in school activities and district and community projects.

POSSIBLE EXAMPLES

- *The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good.*
- *The teacher does not attend PLC meetings.*
- *The teacher does not attend any school functions after the dismissal bell.*
- *The teacher says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class."*
- *And others...*

4e GROWING AND DEVELOPING PROFESSIONALLY

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

The elements of component 4e are:

- Enhancement of content knowledge and pedagogical skill
  Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.

- Receptivity to feedback from colleagues
  Teachers actively pursue networks that provide collegial support and feedback.

- Service to the profession
  Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.

Indicators include:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights
- Participation in professional organizations supporting academic inquiry

Level 4

The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

CRITICAL ATTRIBUTES

- The teacher seeks regular opportunities for continued professional development, including initiating action research.
- The teacher actively seeks feedback from supervisors and colleagues.
- The teacher takes an active leadership role in professional organizations in order to contribute to the profession.

POSSIBLE EXAMPLES

- *The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.*
- *The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.*
- *The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.*
- *And others...*

Level 3

The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.

CRITICAL ATTRIBUTES

- The teacher seeks regular opportunities for continued professional development.
- The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.
- The teacher actively participates in organizations designed to contribute to the profession.

POSSIBLE EXAMPLES

- *The teacher eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year.*
- *The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.*
- *The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students.*
- *And others...*

Level 2

The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.

CRITICAL ATTRIBUTES

- The teacher participates in professional activities when they are required or provided by the district.
- The teacher reluctantly accepts feedback from supervisors and colleagues.
- The teacher contributes in a limited fashion to professional organizations.

POSSIBLE EXAMPLES

- *The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received.*
- *The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation.*
- *The teacher joins the local chapter of the American Library Association because she might benefit from the free books—but otherwise doesn't feel it's worth much of her time.*
- *And others...*

Level 1

The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.

CRITICAL ATTRIBUTES

- The teacher is not involved in any activity that might enhance knowledge or skill.
- The teacher purposefully resists discussing performance with supervisors or colleagues.
- The teacher ignores invitations to join professional organizations or attend conferences.

POSSIBLE EXAMPLES

- *The teacher never takes continuing education courses, even though the credits would increase his salary.*
- *The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to simply discard the feedback form.*
- *Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.*
- *And others...*

4f SHOWING PROFESSIONALISM

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.

The elements of component 4f are:

- Integrity and ethical conduct
  Teachers act with integrity and honesty.

- Service to students
  Teachers put students first in all considerations of their practice.

- Advocacy
  Teachers support their students' best interests, even in the face of traditional practice or beliefs.

- Decision making
  Teachers solve problems with students' needs as a priority.

- Compliance with school and district regulations
  Teachers adhere to policies and established procedures.

Indicators include:

- The teacher having a reputation as being trustworthy and often sought as a sounding board
- The teacher frequently reminding participants during committee or planning work that students are the highest priority
- The teacher supporting students, even in the face of difficult situations or conflicting policies
- The teacher challenging existing practice in order to put students first
- The teacher consistently fulfilling district mandates regarding policies and procedures

Level 4

The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

CRITICAL ATTRIBUTES

- The teacher is considered a leader in terms of honesty, integrity, and confidentiality.
- The teacher is highly proactive in serving students.
- The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.
- The teacher takes a leadership role in team and departmental decision making.
- The teacher takes a leadership role regarding district regulations.

POSSIBLE EXAMPLES

- *When a young teacher has trouble understanding directions from the principal, she immediately goes to a more seasoned teacher—who, she knows, can be relied on for expert advice and complete discretion.*
- *After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students, who have come to love the after-school sessions.*
- *The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students.*
- *The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resources for them to discuss.*
- *When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she will be able to assist her colleagues with its implementation.*
- *And others…*

Level 3

The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.

CRITICAL ATTRIBUTES

- The teacher is honest and known for having high standards of integrity.
- The teacher actively addresses student needs.
- The teacher actively works to provide opportunities for student success.
- The teacher willingly participates in team and departmental decision making.
- The teacher complies completely with district regulations.

POSSIBLE EXAMPLES

- *The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.*
- *Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her students who cannot afford lessons.*
- *The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.*
- *The English department chair says, "I appreciate when _____ attends our after-school meetings; he always contributes something meaningful to the discussion."*
- *The teacher learns the district's new online curriculum mapping system and writes in all of her courses.*
- *And others…*

Level 2

The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.

CRITICAL ATTRIBUTES

- The teacher is honest.
- The teacher notices the needs of students but is inconsistent in addressing them.
- The teacher does not notice that some school practices result in poor conditions for students.
- The teacher makes decisions professionally but on a limited basis.
- The teacher complies with district regulations.

POSSIBLE EXAMPLES

- *The teacher says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her."*
- *The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it.*
- *The teacher notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of.*
- *When the teacher's grade partner goes out on maternity leave, the teacher says "Hello" and "Welcome" to the substitute but does not offer any further assistance.*
- *The teacher keeps his district-required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair.*
- *And others…*

Level 1

The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.

CRITICAL ATTRIBUTES

- The teacher is dishonest.
- The teacher does not notice the needs of students.
- The teacher engages in practices that are self-serving.
- The teacher willfully rejects district regulations.

POSSIBLE EXAMPLES

- *The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues.*
- *The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mothers can't afford daycare.*
- *The teacher fails to notice that one of his kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.*
- *When one of her colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that she won't have to share in the coverage responsibilities.*
- *The teacher does not file his students' writing samples in their district cumulative folders; it is time-consuming, and he wants to leave early for summer break.*
- *And others…*

Danielson Library Media Specialist Rubric 2007

<table>
<tr><td colspan="5">Domain 1 for Library/Media Specialists: Planning and Preparation</td></tr>
<tr><td></td><td colspan="4" align="center">L E V E L   O F   P E R F O R M A N C E</td></tr>
<tr><td>COMPONENT</td><td>UNSATISFACTORY</td><td>BASIC</td><td>PROFICIENT</td><td>DISTINGUISHED</td></tr>
<tr>
<td>1a:
Demonstrating knowledge of literature and current trends in library/media practice and information technology</td>
<td>Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.</td>
<td>Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.</td>
<td>Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.</td>
<td>Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.</td>
</tr>
<tr>
<td>1b:
Demonstrating knowledge of the school's program and student information needs within that program</td>
<td>Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.</td>
<td>Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.</td>
<td>Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.</td>
<td>Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.</td>
</tr>
<tr>
<td>1c:
Establishing goals for the library/media program appropriate to the setting and the students served</td>
<td>Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.</td>
<td>Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.</td>
<td>Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.</td>
<td>Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.</td>
</tr>
</table>

DOMAIN 1 FOR LIBRARY/MEDIA SPECIALISTS: PLANNING AND PREPARATION *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1d: **Demonstrating knowledge of resources, both within and beyond the school and district,** **and access to such resources as interlibrary loan**	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
1e: **Planning the library/ media program integrated with the overall school program**	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall - structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.
1f: **Developing a plan to evaluate the library/media program**	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an - environment of respect and rapport	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
2b: Establishing a culture for investigation and love of literature	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
2c: Establishing and - maintaining library - procedures	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: Organizing physical space to enable smooth flow	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
3b: Collaborating with teachers in the design of instructional units and lessons	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3c: Engaging students in enjoying literature and in learning information skills	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3d: Assisting students and teachers in the use of technology in the library/media center	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
3e: Demonstrating flexibility and responsiveness	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

	DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES			
	L E V E L o f P E R F O R M A N C E			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
4a: Reflecting on practice	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b: Preparing and submitting reports and budgets	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
4c: Communicating with the larger community	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.

DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4d: **Participating in a professional community**	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: **Engaging in professional development**	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: **Showing professionalism**	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

Danielson School Counselors Rubric 2007

<table>
<tr><td colspan="5" align="center">DOMAIN 1 FOR SCHOOL COUNSELORS: PLANNING AND PREPARATION</td></tr>
<tr><td></td><td colspan="4" align="center">L E V E L   O F   P E R F O R M A N C E</td></tr>
<tr><td>COMPONENT</td><td>UNSATISFACTORY</td><td>BASIC</td><td>PROFICIENT</td><td>DISTINGUISHED</td></tr>
<tr>
<td>1a:
Demonstrating knowledge of counseling theory and techniques</td>
<td>Counselor demonstrates little understanding of counseling theory and techniques.</td>
<td>Counselor demonstrates basic understanding of counseling theory and techniques.</td>
<td>Counselor demonstrates understanding of counseling theory and techniques.</td>
<td>Counselor demonstrates deep and thorough understanding of counseling theory and techniques.</td>
</tr>
<tr>
<td>1b:
Demonstrating knowledge of child and adolescent development</td>
<td>Counselor displays little or no knowledge of child and adolescent development.</td>
<td>Counselor displays partial knowledge of child and adolescent development.</td>
<td>Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.</td>
<td>In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.</td>
</tr>
<tr>
<td>1c:
Establishing goals for the counseling program appropriate to the setting and the students served</td>
<td>Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.</td>
<td>Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.</td>
<td>Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.</td>
<td>Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.</td>
</tr>
</table>

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: Planning the counseling program, integrated with the regular school program	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f: Developing a plan to evaluate the counseling program	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT				
	L E V E L O F P E R F O R M A N C E			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
2a: **Creating an environment of respect and rapport**	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
2b: **Establishing a culture for productive communication**	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
2c: **Managing routines and procedures**	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.

DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT *(continued)*

COMPONENT	L E V E L o f P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e: Organizing physical space	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: **Assessing student needs**	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b: **Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs**	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
3c: **Using counseling techniques in individual and classroom programs**	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3d: Brokering resources to meet needs	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e: Demonstrating flexibility and responsiveness	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 FOR SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: **Reflecting on practice**	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
4b: **Maintaining records and submitting them in a timely fashion**	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: **Communicating with families**	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.

	DOMAIN 4 FOR SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES *(continued)*			
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
4d: **Participating in a professional community**	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: **Engaging in professional development**	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: **Showing professionalism**	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in - interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Danielson School Psychologist Rubric 2007

<table>
<tr><td colspan="5" align="center">**DOMAIN 1 FOR SCHOOL PSYCHOLOGISTS: PLANNING AND PREPARATION**</td></tr>
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<tr><td>**COMPONENT**</td><td>**UNSATISFACTORY**</td><td>**BASIC**</td><td>**PROFICIENT**</td><td>**DISTINGUISHED**</td></tr>
<tr>
<td>**1a: Demonstrating - knowledge and skill in using psychological instruments to evaluate students**</td>
<td>Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.</td>
<td>Psychologist uses a limited number of psychological instruments to evaluate students.</td>
<td>Psychologist uses 5–8 psychological instruments to evaluate students and determine accurate diagnoses.</td>
<td>Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.</td>
</tr>
<tr>
<td>**1b: Demonstrating knowledge of child and adolescent development and psychopathology**</td>
<td>Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.</td>
<td>Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.</td>
<td>Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.</td>
<td>Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.</td>
</tr>
<tr>
<td>**1c: Establishing goals for the psychology program appropriate to the setting and the students served**</td>
<td>Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.</td>
<td>Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.</td>
<td>Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.</td>
<td>Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.</td>
</tr>
</table>

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1d: **Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district**	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: **Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention**	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: **Developing a plan to evaluate the psychology program**	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

	DOMAIN 2 FOR SCHOOL PSYCHOLOGISTS: THE ENVIRONMENT			
	L E V E L o f P e r f o r m a n c e			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
2a: Establishing rapport with students	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
2b: Establishing a culture for positive mental health throughout the school	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.
2c: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

DOMAIN 2 FOR SCHOOL PSYCHOLOGISTS: THE ENVIRONMENT *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
2d: Establishing standards of conduct in the testing center	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and storage of materials	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

	DOMAIN 3 FOR SCHOOL PSYCHOLOGISTS: DELIVERY OF SERVICE			
	L E V E L O F P E R F O R M A N C E			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
3a: **Responding to referrals; consulting with teachers and administrators**	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
3b: **Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines**	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
3c: **Chairing evaluation team**	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3d: **Planning interventions to maximize students' likelihood of success**	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3e: **Maintaining contact with physicians and community mental health service providers**	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
3f: **Demonstrating flexibility and responsiveness**	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 FOR SCHOOL PSYCHOLOGISTS: PROFESSIONAL RESPONSIBILITIES

COMPONENT	**L E V E L O F P E R F O R M A N C E**			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: **Reflecting on practice**	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
4b: **Communicating with families**	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
4c: **Maintaining accurate records**	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.

	L E V E L O F P E R F O R M A N C E			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
4d: **Participating in a professional community**	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: **Engaging in professional development**	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: **Showing professionalism**	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

DOMAIN 4 FOR SCHOOL PSYCHOLOGISTS: PROFESSIONAL RESPONSIBILITIES *(continued)*

Danielson Therapeutic Specialist Rubric 2007

<table>
<tr><td colspan="5">DOMAIN 1 FOR THERAPEUTIC SPECIALISTS: PLANNING AND PREPARATION</td></tr>
<tr><td rowspan="2">COMPONENT</td><td colspan="4">L E V E L   O F   P E R F O R M A N C E</td></tr>
<tr><td>UNSATISFACTORY</td><td>BASIC</td><td>PROFICIENT</td><td>DISTINGUISHED</td></tr>
<tr><td>1a:
Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license</td><td>Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.</td><td>Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.</td><td>Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.</td><td>Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.</td></tr>
<tr><td>1b:
Establishing goals for the therapy program appropriate to the setting and the students served</td><td>Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.</td><td>Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.</td><td>Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.</td><td>Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.</td></tr>
<tr><td>1c:
Demonstrating knowledge of district, state, and federal regulations and guidelines</td><td>Specialist demonstrates little or no knowledge of special education laws and procedures.</td><td>Specialist demonstrates basic knowledge of special education laws and procedures.</td><td>Specialist demonstrates - thorough knowledge of special education laws and procedures.</td><td>Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.</td></tr>
</table>

COMPONENT	L E V E L o f P e r f o r m a n c e			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1d: **Demonstrating knowledge of resources, both within and beyond the school and district**	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e: **Planning the therapy program, integrated with the regular school program, to meet the needs of individual students**	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: **Developing a plan to evaluate the therapy program**	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

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	L E V E L O F P E R F O R M A N C E			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
2a: Establishing rapport with students	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
2b: Organizing time effectively	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

DOMAIN 2 FOR THERAPEUTIC SPECIALISTS: THE ENVIRONMENT

DOMAIN 2 FOR THERAPEUTIC SPECIALISTS: THE ENVIRONMENT *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2d: Establishing standards of conduct in the treatment center	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and providing therapy	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

DOMAIN 3 FOR THERAPEUTIC SPECIALISTS: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: **Responding to referrals and evaluating student needs**	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
3b: **Developing and implementing treatment plans to maximize students' success**	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: **Communicating with families**	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.

	L E V E L O F P E R F O R M A N C E			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
3d: Collecting information; writing reports	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
3e: Demonstrating flexibility and responsiveness	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 3 FOR THERAPEUTIC SPECIALISTS: DELIVERY OF SERVICE *(continued)*

DOMAIN 4 FOR THERAPEUTIC SPECIALISTS: PROFESSIONAL RESPONSIBILITIES

COMPONENT	L E V E L o f P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: **Reflecting on practice**	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: **Collaborating with teachers and administrators**	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: **Maintaining an effective data-management system**	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.

DOMAIN 4 FOR THERAPEUTIC SPECIALISTS: PROFESSIONAL RESPONSIBILITIES *(continued)*

COMPONENT	**L E V E L o f P e r f o r m a n c e**			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
4d: Participating in a professional community	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

LEADER EVALUATION RUBRIC

Performance Expectation 1: Vision, Mission and Goals:
*Education leader[1] ensure the success and achievement of all students by guiding the development
and implementation of a shared vision of learning, a strong organizational mission and staff[2] and high expectations for student performance.*

Element A: High Expectations for All
Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Information & analysis shape vision, mission and goals	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students shapes a vision and mission based on basic data and analysis.	**uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.**	uses a wide-range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. Alignment to policies	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	**aligns the vision, mission and goals of the school to district, state and federal policies.**	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.
3. Diverse perspectives, collaboration, and effective learning	provides limited opportunities for stakeholder involvement in developing and implementing, the school's vision, mission and goals. creates a vision, mission and goals that set low expectations for students.	offers staff and other stakeholders some opportunities to participate in the development of the vision, mission and goals. develops a vision, mission and goals that set high expectations for most students.	**incorporates diverse perspectives and collaborates with all stakeholders[3] to develop a shared vision, mission and goals so that all students have equitable and effective learning opportunities.**	collaboratively creates a shared vision of high expectations with all stakeholders[3] and builds staff capacity to implement a shared vision for high student achievement.

[1]**Leader:** Connecticut School leaders who are employed under their intermediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other educational supervisory positions)
[2]**Staff:** all educators and non-certified staff
[3]**Stakeholders:** a person, group or organization with an interest in education

Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals
Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Shared understandings guide decisions & evaluation of outcomes.*	tells selected staff and stakeholders about decision-making processes related to implementing and sustaining the vision, mission and goals.	develops understanding of the vision, mission and goals with staff and stakeholders. provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.	**develops shared understandings, commitments and responsibilities with the school community and other stakeholders for the vision, mission and goals to guide decisions and evaluate actions and outcomes.**	engages and empowers staff and other stakeholders to take responsibility for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission and goals.
2 and 3 combined– Communicates vision; Advocates for effective learning for all	Is unaware of the need to communicate or advocate for the school's vision, mission and goals or for effective learning for all.	builds stakeholders' understanding and support for the vision, mission and goals. generates some support for equitable and effective learning opportunities for all students.	**publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.**	effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission. persuasively communicates the importance of equitable learning opportunities for all students and the impact on students and the community if these opportunities are not available.

Element C: Continuous Improvement toward the Vision, Mission and Goals
Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Analyzes data to identify needs and gaps between outcomes and goals	is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.	uses data to identify gaps between current outcomes and goals for some areas of school improvement.	**uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals and areas for improvement.**	collaboratively reviews and analyzes data and other information with staff and stakeholders to identify individual student needs and gaps to goals. works with faculty to collectively identify specific areas for improvement at the school, classroom and student level.
2 and 3 combined—Uses data and collaborates to design, assess and change programs	is unaware of the need to use data, research or best practice to inform and shape programs and activities.	uses some systems and processes for planning, prioritizing and managing change and inquires about the use of research and best practices to design programs to achieve the school's vision, mission and goals.	**uses data, research and best practice to shape programs and activities and regularly assesses their effects.** **analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.**	collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices. engages all stakeholders in building and leading a school-wide continuous improvement cycle.
3. Identifies and addresses barriers to achieving goals	does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers.	manages barriers to the achievement of the school's vision, mission and goals on a situational level.	**identifies and addresses barriers to achieving the vision, mission and goals**	focuses conversations, initiatives and plans on minimizing barriers to improving student achievement and is unwavering in urging staff to maintain and improve their focus on student outcomes. uses challenges or barriers as opportunities to learn and to develop staff.
4. Seeks and aligns resources	is unaware of the need to seek or align resources necessary to sustain the school's vision, mission and goals.	aligns resources to some initiatives related to the school's vision, mission and goals.	**seeks and aligns resources to achieve the vision, mission and goals.**	builds capacity of the school and its staff to provide services that sustain the school's vision, mission and goals. prioritizes the allocation of resources to be consistent with the school's vision, mission and goals.

LEADER EVALUATION RUBRIC

Performance Expectation 2: Teaching and Learning
Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

Element A: Strong Professional Culture
Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Closes achievement gaps*	is unaware of the achievement gap[1]. is working toward improvement for only some students.	uses student outcome data to build their own awareness of achievement gaps. is developing a personal commitment to improvement for all students.	**develops shared understanding and commitment to close achievement gaps[1] so that all students achieve at their highest levels.**	regularly shares ongoing data on achievement gaps and works with faculty to identify and implement solutions. establishes a culture in which faculty members create classroom and student goals aligned with ensuring all students achieve at high levels.
2. *Supports and Evaluates Professional Development*	provides professional development that is misaligned with faculty and student needs. does not monitor classroom instruction for the implementation of professional development content.	provides professional development for staff that addresses some but not all needs for improvement.	**supports and evaluates professional development to broaden faculty[2] teaching skills to meet the needs of all students**	works with staff to provide job-embedded professional development and follow-up supports aligned to specific learning needs. collaborates with staff to monitor and evaluate the effectiveness of professional development based on student outcomes.

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[1]**Achievement gap** (attainment gap) refers to the disparity on a number of educational measures between performance groups of students, especially groups defined by gender, race/ethnicity and socioeconomic status. The gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college enrollment and completion rates.
[2]**Faculty:** certified school faculty

3 and 4 combined – Fosters Inquiry and Collaboration for Improvement	establishes most strategies and directions without staff collaboration and is rarely open to new ideas and strategies. is uninvolved in faculty conversations to resolve student learning challenges.	models learning and seeks opportunities for personal growth. encourages staff collaboration and growth to improve teaching and learning.	**seeks opportunities for personal and professional growth through continuous inquiry.** **fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.**	develops processes for continuous inquiry with all staff and inspires others to seek opportunities for personal and professional growth. builds a culture of candor, openness to new ideas, and collaboration to improve instruction with all staff.
5. Supports Teacher Reflection and Leadership	provides insufficient time and resources for teachers to work together on instructional improvement. provides few roles for teacher leadership and rarely encourages teachers to seek leadership opportunities.	recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests.	**provides support, time and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.**	provides time and resources for teacher collaboration and builds the capacity. of teachers to lead meetings focused on improving instruction. builds a strong instructional leadership team, builds the leadership capacity of promising staff, and distributes leadership opportunities among staff.
6. Provides Feedback to Improve Instruction	ineffectively uses data, assessments or evaluation methods to support feedback. does not consistently provide specific and constructive feedback or effectively monitor for changes in practice.	provides sporadic feedback based on data, assessments or evaluations. monitors some teachers' practice for improvements based on feedback.	**provides timely, accurate, specific and ongoing feedback using data, assessments and evaluation methods that improve teaching and learning.**	provides regular, timely and constructive feedback to all staff and monitors for implementation and improved practice. creates a culture of candid feedback and opportunities for staff to review each other's data and instructional practice and provide feedback to each other.

Element B: Curriculum and Instruction
Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1 and 2 combined – Aligns Curriculum, Instruction and Assessment to Standards	is unaware of how to align curriculum with standards, instruction and assessments.	builds their own understanding of state and national standards. develops curriculum, instruction and assessment methods that are loosely aligned to standards.	**develops a shared understanding of curriculum, instruction and alignment of standards-based instructional programs.** **ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.**	builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meet or exceed state and national standards. monitors and evaluates the alignment of all instructional processes.
3. Improves Instruction for the Diverse Needs of All Students	supports the use of instructional strategies that do not meet the diverse learning needs of students.	uses evidence-based instructional strategies and instructional practices that address the learning needs of some but not all student populations.	**uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations[1].**	builds the capacity of staff to collaboratively identify differentiated learning needs for student groups. works with staff to continuously adjust instructional practices and strategies to meet the needs of every student.

[1]Diverse student needs: students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness, or other factors affecting learning.

Indicator	Below Standard	Developing	Proficient	Exemplary
4. *Collaboratively Monitors and Adjusts Curriculum and Instruction*	is unaware of how to analyze student progress using student work. supports the use of curriculum and instruction that fail to consistently meet the needs of all students.	analyzes student work and monitors student progress with occasional collaboration from staff. facilitates adjustments to curriculum and instruction that meet the needs of some but not all students.	**develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students.**	empowers faculty members to continuously monitor student progress and improve curriculum and instruction to meet the learning needs of every student.
5. *Provides Resources and Training for Extended Learning*	identifies only limited resources and supports for extending learning beyond the classroom.	promotes learning beyond the classroom provides inconsistent support and resources to faculty around extending learning opportunities.	**provides faculty and students with access to instructional resources, training and technical support to extend learning beyond the classroom walls.**	builds strong faculty commitment to extending learning beyond the classroom. collaborates with faculty to attain necessary resources and provide ongoing training and support for extended learning.
6. *Supports the Success of Faculty and Students as Global Citizens*[1]	focuses only on established academic standards as goals for student and staff skills. provides limited support or development for staff or students associated with the dispositions for a global citizen.	supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens.	**assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.**	establishes structures for staff to continuously discuss the skill, knowledge and dispositions necessary for success as global citizens. faculty and students have multiple opportunities to develop global knowledge, skills and dispositions.

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[1] **A Global Citizen** uses 21st century knowledge, skills and dispositions to communicate effectively, think creatively, respect diversity, gain an awareness and understandings of the wider world, appreciate different cultures and points of view and work to make the world a better place.

Element C: Assessment and Accountability

Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1 and 2 combined– Uses Multiple Sources of Information[1] to Improve Instruction	monitors limited sources of student information and staff evaluation data. does not connect information to school goals and/or instruction.	develops awareness and understanding among staff of a variety of assessments and sources of information on student progress and instruction. is learning to use multiple sources of information to identify areas for improvement.	**uses district, state, national, and international assessments and multiple sources of information to analyze student performance, advance instructional accountability, and improve teaching and learning.**	builds the capacity and accountability of staff to monitor multiple sources of information and a range of assessments for each student. empowers staff members to continuously use multiple sources of information to adjust instructional strategies and improve teaching and learning.
3. Staff Evaluation	conducts occasional classroom observations for some staff. does not connect evaluation results to professional development or school improvement goals.	completes evaluations for all staff according to stated requirements. uses some evaluation results to inform professional development.	**implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.**	sets and monitors meaningful goals with each staff member, accurately differentiates ratings and provides additional evaluation activity and feedback for Developing or Below Standard teachers. develops and supports individual staff learning plans and school improvement goals based on evaluations.
4. Communicates Progress	provides limited information about student progress to faculty and families.	provides updates on student progress to faculty and families.	**interprets data and communicates progress toward the vision, mission and goals for faculty and all other stakeholders.**	builds the capacity of all staff to share ongoing progress updates with families and other staff members. consistently connects results to the vision, mission and goals of the school and frequently updates staff and families around progress and needs for improvement.

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[1]**Multiple sources of information:** Including but not limited to test scores, work samples, school climate data, teacher/family conferences and observations. Multiple assessments would include local, state, national, and international assessments.

LEADER EVALUATION RUBRIC

Performance Expectation 3: Organizational Systems and Safety
Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Element A: Welfare and Safety of Students, Faculty and Staff
Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Safety and security plan	insufficiently plans for school safety.	develops a safety and security plan and monitors its implementation. creates minimal engagement with the community around safety plan.	**develops, implements and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.**	continuously engages the school community in the development, implementation and evaluation of a comprehensive safety and security plan.
2. Positive school climate for learning	is unaware of the link between school climate and student learning. acts alone in addressing school climate issues.	seeks input and discussion from school community members to build his/her own understanding of school climate. plans to develop a school climate focused on learning and social/ emotional safety.	**advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.**	supports ongoing collaboration from staff and community to review and strengthen a positive school climate. develops a school climate that supports and sustains learning, social/emotional safety and success for every member of the school community.
3. Community norms for learning	uses his/her own judgment to develop norms for behavior. does not consistently implement or monitor norms for accountable behavior.	develops and informs staff about community norms for accountable behavior. monitors for implementation of established norms.	**involves families and the community in developing, implementing and monitoring guidelines and community norms for accountable behavior to ensure student learning.**	builds ownership for all staff, community and students to develop and review community norms for accountable behavior. students, staff and parents all hold themselves and each other accountable for following the established norms.

Element B: Operational Systems

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1 *and 4 combined – Evaluate and Improve operational systems*	ineffectively monitors operational processes. makes minimal improvements to the operational system.	reviews existing processes and plans improvements to operational systems.	**uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise.** **processes to improve the operational system.**	continuously evaluates and revises school processes. plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies.
2. *Safe physical plant*	maintains a physical plant that does not consistently meet guidelines and legal requirements for safety.		**ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.**	develops systems to maintain and improve the physical plant and rapidly resolve any identified safety.
1. *Data systems to inform practice*	uses existing data systems that provide inadequate information to inform practice.	monitors communication and data systems to provide support to practice.	**facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice.**	gathers regular input from faculty on new communications or data systems that could improve practice. seeks new capabilities and resources based on school community input.
2. *Equipment and technology for learning*	uses existing equipment and technology or technology that ineffectively supports teaching and learning.	identifies new equipment and technologies and/or maintains existing technology. is learning about how technology can support the learning environment.	**oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.**	develops capacity among the school community to acquire, maintain and ensure security of equipment and technology and to use technology to improve instructional practices and enhance communication.

Element C: Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1 and 2 combined – Aligns resources to goals	operates a budget that does not align with district or state guidelines. allocates resources that are not aligned to school goals.	develops and operates a budget within fiscal guidelines. aligns resources to school goals and to strengthening professional practice.	**develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.** **seeks, secures and aligns resources to achieve vision, mission and goals to strengthen professional practice and improve student learning.**	works with community to secure necessary funds to support school goals. aligns and reviews budgets on a regular basis to meet evolving needs for professional practice and to improve student learning.
3. Recruits and retains staff	uses hiring processes that involve few recruiting sources. provides limited support for early career teachers and has few strategies to retain teachers.	reviews and improves processes for recruiting and selecting staff. provides support to early career teachers but has limited strategies to develop and retain effective teachers.	**implements practices to recruit, support and retain highly qualified staff.**	involves all stakeholders in processes to recruit, select and support effective new staff. implements strategies and practices that successfully retain and develop effective staff in the school and district.
4. Conducts staff evaluations	does not consistently implement district/state evaluation processes. evaluation results are not used to improve teaching and learning.	prioritizes and completes staff evaluation processes. is beginning to connect evaluation process and results to professional learning.	**conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.**	coordinates staff to conduct staff evaluation processes and differentiate evaluation process based on individual teacher performance. works with staff to connect evaluation processes to professional learning and instructional improvement.

LEADER EVALUATION RUBRIC

Performance Expectation 4: Families and Stakeholders
Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

Element A: Collaboration with Families and Community Members
Leaders ensure the success of all students by collaborating with families and stakeholders.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Accesses family and community resources*	is unaware of how to access resources or support from families and the community.	reaches out to the broader community to access resources and support. secures community resources that are not consistently aligned to student learning.	**coordinates the resources of schools, family members and the community to improve student achievement.**	consistently seeks and mobilizes family and community resources and support aligned to improving achievement for all students.
2. *Engages families in decisions*	provides limited opportunities for families to engage in educational decisions. does not ensure that families feel welcome in the school environment.	welcomes family involvement in some school decisions and events that support their children's education.	**welcomes and engages all families in decision-making to support their children's education.**	engages families consistently in understanding and contributing to decisions about school-wide and student-specific learning needs.
3. *Communicates with families and community*	uses limited strategies to communicate with families and community members. limits opportunities for families and community members to share input or concerns with the school.	shares information and progress with families. provides opportunities for families and community members to share input and concerns with the school.	**uses a variety of strategies to engage in open communication with staff and families and community members.**	uses a variety of strategies and builds the capacity of all staff to facilitate open and regular communication between the school and families and community members.

Element B: Community Interests and Needs

Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Communicates effectively*	ineffectively communicates with members of the school community.	communicates clearly with most people. seeks more opportunities to interact with stakeholders.	**demonstrates the ability to understand, communicate with, and interact effectively with people.**	communicates and interacts effectively with a wide range of stakeholders. builds the skills of staff to ensure clear two-way communication and understanding with all stakeholders.
2. *Understands and accommodates diverse[1] student and community conditions*	uses limited resources to understand diverse student needs. demonstrates limited knowledge of community conditions and dynamics.	collects information to understand diverse student and community conditions. provides some accommodations for diverse student and community conditions.	**uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.**	uses assessment strategies and research with all staff to build understanding of diverse student and community conditions. collaborates with staff to meet the diverse needs of students and the community.
3. *Capitalizes on diversity*	demonstrates limited awareness of community diversity as an educational asset.	values community diversity. develops some connections between community diversity and educational programs.	**capitalizes on the diversity of the community as an asset to strengthen education.**	integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.
4. *Collaborates with community programs*	establishes limited collaboration with community programs. community programs address few student learning needs.	collaborates with community programs to meet some student learning needs.	**collaborates with community programs serving students with diverse needs.**	builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students.
5. *Involves all stakeholders*	provides limited opportunities for stakeholder input. occasionally excludes or ignores competing perspectives.	elicits some stakeholder involvement and input. seeks occasional input from competing educational perspectives.	**involves all stakeholders, including those with competing or conflicting educational perspectives.**	builds a culture of ongoing open discussion for all stakeholders. actively seeks and values alternate viewpoints.

[1]Diversity: including, but not limited to cultural, ethnic, racial, economic, linguistic, generational

Element C: Community Resources

Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that pro-vide critical resources for children and families.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Collaborates with community agencies*	works with community agencies when needed. provides limited access to community resources and services to children and families.	collaborates with some community agencies for health, social or other services. provides some access to resources and services to children and families.	**collaborates with community agencies for health, social and other services that provide essential resources and services to children and families.**	proactively identifies and prioritizes essential resources and services for children and families. collaborates with community agencies to provide prioritized services and consistently evaluates service quality.
2. *Develops relationships with community agencies*	develops limited relationships with community agencies. community partnerships inconsistently meet the needs of the school community.	develops relationships with community organizations and agencies. evaluates some partnerships to ensure benefit to agencies and school community.	**develops mutually – beneficial relationships with community organizations and agencies to share school and community resources.**	develops ongoing relationships with community agencies aligned to school needs. assesses partnerships on a regular basis to ensure mutual benefit and shared resources for school and agency.
3. *Applies resources to meet the needs of children and families*	does not consistently align resources to the educational needs of the school.	aligns resources to the educational needs of students. supports the educational needs of most families.	**applies resources and funds to support the educational needs of all children and families.**	identifies educational needs of students and families and aligns all resources to specific needs.

LEADER EVALUATION RUBRIC

Performance Expectation 5: Ethics and Integrity
Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.

Element A: Ethical and Legal Standards of the Profession
Leaders demonstrate ethical and legal behavior.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Professional Responsibility*	does not consistently exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.		**exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.**	continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.
2. *Ethics*	does not consistently demonstrate personal and professional ethical practices.		**models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.**	holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice, and fairness.
3. *Equity and Social Justice[1]*	does not consistently promote educational equity and social justice for students.	earns respect and is building professional influence to foster educational equity and social justice for all stakeholders.	**uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.**	• removes barriers to high-quality education that derive from all sources of educational disadvantage or discrimination. • promotes social justice by ensuring all students have access to educational opportunities.
4. *Rights and Confidentiality*	does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality.		**protects the rights of students, families and staff and maintains confidentiality.**	• builds a shared commitment to protecting the rights of all students and stakeholders. • maintains confidentiality, as appropriate.

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[1]**Social Justice:** recognizing the potential of all students and providing them with the opportunity to reach that potential regardless of ethnic origin, economic level, gender, sexual orientation, race, religion, etc. to ensure fairness and equity for all students.

Element B: Personal Values and Beliefs

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Respects the Dignity and Worth of Each Individual*	does not consistently treat everyone with respect.		**demonstrates respect for the inherent dignity and worth of each individual.**	promotes the recognition of the dignity and worth of everyone.
1. *Models Respect for Diversity and Equitable Practices*	does not consistently demonstrate respect for diversity and equitable practices for all stakeholders.		**models respect for diversity and equitable practices for all stakeholders.**	builds a shared commitment to diversity and equitable practices for all stakeholders.
5. *Advocates for Mission, Vision and Goals*	does not consistently advocate for or act on commitments stated in the mission, vision and goals.	advocates for the vision, mission and goals.	**advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.**	advocates and actively engages the participation and support of all stakeholders towards the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.
6. *Ensures a Positive Learning Environment*	does not consistently address challenges or contribute to a positive learning environment.	addresses some challenges or engages others to ensure values and beliefs promote the school vision, mission and goals.	**overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.**	skillfully anticipates and overcomes challenges and collaborates with others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.

Element C: High Standards for Self and Others
Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Lifelong Learning	does not consistently engage in or seek personal professional learning opportunities.	recognizes the importance of personal learning needs. uses some research and best practices for professional growth.	**models, reflects on and builds capacity for lifelong learning through an increased understanding of research and best practices.**	models reflection and continuous growth by publicly sharing their own learning process based on research and best practices and its relationship to organizational improvement.
2. Support of Professional Learning	does not consistently support and use professional development to strengthen curriculum, instruction and assessment.	supports professional development that is primarily related to curriculum and instructional needs.	**supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.**	supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction and assessment.
3. Allocates Resources Equitably	does not equitably use resources to sustain and strengthen organizational performance.	allocates resources which address some organizational needs.	**allocates resources equitably to sustain a high level of organizational performance.**	actively seeks and provides resources to equitably build, sustain and strengthen organizational performance.
4. Promotes Appropriate Use of Technology	demonstrates a limited understanding of technology and ethical implications for its use.	promotes the use of technology and has addressed some legal, social and ethical issues.	**promotes understanding of the legal, social and ethical use of technology among all members of the school community.**	is highly skilled at understanding, modeling and guiding the legal, social and ethical use of technology among all members of the school community.
5. Inspires Student Success	ineffectively builds trust, respect and communication to achieve expected levels of performance and student success.	promotes communication and is building trust and respect to strengthen school performance and student learning.	**inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.**	creates a collaborative learning community which inspires and instills trust, mutual respect and honest communication to sustain optimal levels of performance and student success.

LEADER EVALUATION RUBRIC

Performance Expectation 6: The Education System
Education leaders ensure the success and achievement of all students and advocate for their student, faculty and staff needs by influencing social, cultural, economic, legal and political contexts affecting education.

Element A: Professional Influence
Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Promotes public discussion about educational laws, policies and regulations	does not consistently follow current federal, state and local education laws, policies and regulations and has limited conversations about how they impact education.	follows current education legislation, seeks opportunities to engage in professional learning activities to understand issues and implications, and shares information with the school community.	**promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education.**	engages the entire school community in dialogue about educational issues that may lead to proactive change within and beyond his/her own school and district as appropriate.
2. Builds relationships with stakeholders and policymakers	takes few opportunities to engage stakeholders in educational issues.	identifies some issues that affect education and maintains a professional relationship with stakeholders and policymakers.	**develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to, and influence issues that affect education.**	actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using various modes of communication.

3. *Advocates for equity, access and adequacy of student and family resources*	has limited understanding and/or ineffectively uses resources for family services and support through community agencies.	is learning how to help students and families locate, acquire and access programs, services or resources to create equity.	**advocates for equity, access and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations.**	empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.

Element B: The Educational Policy Environment
Leaders uphold and contribute to policies and political support for excellence and equity in education.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Accurately communicates educational performance*	ineffectively communicates with members of the school community. does not fully understand growth, trends and implications for improvement.	reviews school growth measures and student data. conducts basic data analyses and communicates data about educational performance.	**collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely way.**	engages the school community and stakeholders in analysis of school and student data that leads to identifying important indicators of school progress, greater understandings and implications for growth and refinements to the school or district's mission, vision and goals.
2. *Improves public understanding of legislation, policy and laws*	provides incomplete information to the public to understand school or student results, legal issues, practices and implications.	shares information about federal, state and local laws, policies and regulations. provides information to decision-makers and the community.	**communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations.**	actively communicates and clarifies federal, state and local laws, policies and regulations with stakeholders and decision makers to improve public understanding and input.
3. *Upholds laws and influences educational policies and regulations*	does not consistently uphold laws, regulations.	upholds federal, state and local laws and seeks to engage in public discourse about policies and regulations to support education.	**upholds federal, state and local laws and influences policies and regulations in support of education.**	works with district, state and/or national leaders to advocate for/or provide feedback about the implementation effectiveness of policies or regulations.

Element C: Policy Engagement
Leaders engage policymakers to inform and improve education policy.

The leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Advocates for public policies to support the present and future needs of children and families*	does not advocate for policies and procedures to meet the needs of all students and their families.	identifies some policies and procedures that can support equity and seeks to communicate with the community about these policies.	**advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.**	works with students, families and caregivers to successfully advocate for equitable and appropriate policies and procedures to close the achievement gap by ensuring all children have an equal opportunity to learn.
2. *Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources*	is unaware of policies that result in equitable resources to meets the needs of all students. does not allocate resources appropriately, adequately or equitably.	supports fiscal guidelines to use resources that are aligned to meet school goals and student needs. allocates and distributes school resources among faculty, staff and students.	**promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.**	aligns with state and national professional organizations that promote public policy and advocate for appropriate, adequate and equitable resources to ensure quality educational opportunities that are equal and fair for all students.
3. *Collaborates with leaders to inform planning, policies and programs*	demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.	is learning to collect analyze and share data with others to raise awareness of its impact on decisions affecting student learning on local, district, state and national levels.	**collaborates with community leaders to collect and analyze data on economic, social and other emerging issues to inform district and school planning, policies and programs.**	actively engages all stakeholders through conversations and collaboration to proactively change local, district, state and national decisions affecting the improvement of teaching and learning. is involved with local, state and national professional organizations in order to influence and advocate for legislation, policies and programs that improve education.