



# **TRENTON PUBLIC SCHOOLS**

## **TEACHER OBSERVATION PACKET**

Updated: September 8, 2016



## TEACHER OBSERVATION PACKET TABLE OF CONTENTS

Evaluation cover sheet .....	3
Pre-observation form.....	4
Administrative observation report form.....	5
Teacher evaluation rubrics .....	6-115
Classroom Teachers .....	7-20
Special Education Teachers .....	21-31
Instructional Specialists .....	32-40
School Counselors .....	41-49
Library/Media Specialists .....	50-58
Nurses .....	59-67
School Psychologists .....	68-76
Therapeutic Specialists .....	77-85
Learning Disability Teacher Consultants.....	86-94
Social Workers.....	95-104
Rosetta Stone Lab Teachers.....	105-115
Post-Observation Form .....	116-117
Annual Teacher Evaluation Packet .....	118-120
Packet Cover.....	118
Summative Evaluation Form.....	120

## TEACHER OBSERVATION PACKET

TEACHER: \_\_\_\_\_

PRINCIPAL: \_\_\_\_\_

OBSERVATION #: 1      2      3      4

DATE: \_\_\_\_\_

TRENTON PUBLIC SCHOOLS

TRENTON, NEW JERSEY

PRE-OBSERVATION FORM

TEACHER: \_\_\_\_\_ PRINCIPAL: \_\_\_\_\_

GRADE/SUBJECT: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

OBSERVER: \_\_\_\_\_ OBSERVER: \_\_\_\_\_

OBSERVATION #: 1      2      3      4      DATE: \_\_\_\_\_

**TOPICS OF DISCUSSION:** Identify and briefly provide details of topics discussed, i.e. teaching, and learning, student work, student engagement, teaching strategies, etc.

\_\_\_\_\_  
PRINCIPAL'S SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
TEACHER'S SIGNATURE

\_\_\_\_\_  
DATE

TRENTON PUBLIC SCHOOLS

TRENTON, NEW JERSEY

ADMINISTRATIVE OBSERVATION REPORT

TEACHER NAME:	PRINCIPAL NAME:	
SCHOOL/DEPT.:	GRADE	
SUBJECT	# OF STUDENTS:	
LESSON:		
DATE: _____	<input type="checkbox"/> ANNOUNCED	<input type="checkbox"/> LONG
TIME: _____ to _____	<input type="checkbox"/> UNANNOUNCED	<input type="checkbox"/> SHORT
OBSERVER:	OBSERVER:	

OBSERVER NOTES/NARRATIVE

# **TEACHER EVALUATION RUBRIC**

**FOR**

## **CLASSROOM TEACHERS**

*For Pre-K to 12<sup>th</sup> Grade Teachers including General Education Bilingual/ESL/ELL, Reading Teachers, Specialists (Music, Art, Health/PE, Business/Computer, World Language, Dance, Drama, and Vo-Tech), and Elementary School Library/Media Specialists*

## Classroom Teacher Rubric

*For Pre-K to 12<sup>th</sup> Grade Teachers including General Education Bilingual/ESL/ELL, Reading Teachers, Specialists (Music, Art, Health/PE, Business/Computer, World Language, Dance, Drama, and Vo-Tech), and Elementary School Library/Media Specialists*

### Domain 1: Planning and Preparation

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1a: Knowledge and Content Pedagogy	<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher's plans and practice display little understanding of prerequisite relationships important of student's learning of content.</p> <p>Teacher displays little or no understanding of the range or pedagogical approaches suitable to student's learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher's plans and practice reflect accurate understanding of the prerequisite relationships among topics and concepts.</p> <p>Teacher's plan and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</p> <p>Teacher's plan and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1b: Demonstrating Knowledge of Students	<p>Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>	<p>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</p>	<p>Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.</p>	<p>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>
Evidence				
Recommendations				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1c: Setting Instructional Outcomes	<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>	<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p>
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1d: Demonstrating Knowledge of Resources	<p>Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.</p>	<p>Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.</p>	<p>Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.</p>	<p>Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.</p>
Evidence				
Recommendations				



COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1e: Designing Coherent Instruction	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p> <p>Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>
Evidence				
Recommendations				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1f: Designing Student Assessment	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>
Evidence				
Recommendations				
			Total Points for Domain 1	
			Domain 1 Score = Total Points/24	

Classroom Teacher Rubric  
For Pre-K to 12<sup>th</sup> Grade Teachers including Bilingual/ESL/ELL  
Domain 2: The Environment

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2a: Creating an Environment of Respect and Rapport	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p>
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2b: Establishing a Culture for Learning	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p>The teacher conveys that with hard work students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>
Evidence				
Recommendations				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2c: Managing Classroom Procedures	<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2d: Managing Student Behavior	<p>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teachers' monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
Evidence				
Recommendations				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2e: Organizing Physical Space	<p>The physical environment is unsafe, or many students don't have access to learning resources.</p> <p>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p>	<p>The classroom is safe, and essential learning is accessible to most students.</p> <p>The teacher's use of physical resources, including computer technology, is moderately effective.</p> <p>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and learning is accessible to all students, including those with special needs.</p> <p>Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p>
Evidence				
Recommendations				
			Total Points for Domain 2	
			Domain 2 Score = Total Points/20	

Classroom Teacher Rubric  
For Pre-K to 12<sup>th</sup> Grade Teachers including Bilingual/ESL/ELL  
Domain 3: Instruction/Delivery of Service

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3a: Communicating with Students	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>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.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content and help explain concepts to their classmates.</p> <p>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3b: Questioning and Discussion Techniques	<p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>
Evidence				
Recommendations				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3c: Engaging Students in Learning	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</p> <p>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</p> <p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Students may have some choice in how they complete tasks and may serve as resources for one another.</p>

Evidence

Recommendations

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3d: Using Assessment in Instruction	<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</p> <p>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p> <p>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p>Students self-assess and monitor their progress.</p> <p>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</p> <p>Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</p>

Evidence

Recommendations

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3e: Demonstrating Flexibility and Responsiveness	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>
Evidence				
Recommendations				
Total Points for Domain 3				
Domain 2 Score = Total Points/20				



Classroom Teacher Rubric  
 For Pre-K to 12<sup>th</sup> Grade Teachers including Bilingual/ESL/ELL  
 Domain 4: Professional Responsibilities

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4a: Reflecting on Teaching	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p>	<p>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.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>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.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4b: Maintaining Accurate Records	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Teacher's records for noninstructional activities are adequate but require frequent monitoring to avoid errors.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>
Evidence				
Recommendations				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4c: Communicating with Families	<p>Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>	<p>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.</p> <p>Communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Teacher’s efforts to engage families in the Instructional program are frequent and successful.</p>
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4d: Participating in a Professional Community	<p>Teacher’s relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school’s culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked to do so.</p>	<p>Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>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.</p>
Evidence				
Recommendations				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4e: Growing and Developing Professionally	<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4f: Showing Professionalism	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed. 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.</p> <p>Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>
Evidence				
Recommendations				

Total Points for Domain 4	
Domain 4 Score = Total Points/24	

DOMAIN 1 SCORE	DOMAIN 2 SCORE	DOMAIN 3 SCORE	DOMAIN 4 SCORE	(add all scores) OBSERVATION SCORE

# **TEACHER EVALUATION RUBRIC**

**FOR**

## **SPECIAL EDUCATION TEACHERS**

*For Pre-K to 12<sup>th</sup> Grade Teachers: Self-Contained, Resource Room, and Inclusion  
including Special Education Bilingual/ESL/ELL*

**Special Education Classroom Teacher Rubric**

*For Pre-K to 12<sup>th</sup> Grade Teachers: Self-Contained, Resource Room, and Inclusion  
including Special Education Bilingual/ESL/ELL*

**Domain 1: Planning and Preparation**

COMPONENT	LEVEL OF PERFORMANCE			
	2 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1a: Demonstrating Knowledge of Content, Pedagogy, and Remediation Techniques for Students with Disabilities	The special education teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to remediation techniques, which would address academic deficits in student performance.	The special education teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices, which would provide remediation for academic deficits in student performances.	The special education teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to remediation techniques, which would result in enhanced academic and/or behavioral performance within that subject area.	The special education teacher's plans and practice reflect extensive knowledge of the content and pedagogy for effective lesson delivery to students with special needs. The special education teacher actively builds upon knowledge of best practices for educational remediation of students of varying functional levels and diverse disabilities with focused attention on remediation techniques that could facilitate enhanced student performance in the subject area under study.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1b: Demonstrating Knowledge of Students	The special education teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The special education teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The special education teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The special education teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge in order to meet the individual student needs assigned to his/he caseload.
Evidence				
Recommendations				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1c: Setting Appropriate Instructional Outcomes	Instructional outcomes are unsuitable for students, represent minimal or low-level learning, or are stated only as activities without correlation to the established objectives within student educational programs. They do not permit appropriate methods of assessment designed to measure student performance.	Instructional outcomes are of moderate rigor and are suitable for some students, but do not incorporate the needs of all students involved in the instruction. The plans consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are differentiated to meet the needs of the students in the lesson, represent different types of learning, and can be assessed with integrity given the educational needs of the students involved in the lesson. The outcomes reflect an alignment with the grade level expectations as appropriate and the identified educational needs of the students.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards, incorporating the specialized instruction and individualized goals delineated within student IEPs. They represent the requisite requirements delineated within student IEPs, alignment with grade level curriculum, offer opportunities for skill remediation, and take account the needs of individual students in order to achieve enhanced performance within the subject area under study.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1d: Demonstrating Knowledge of Resources	The special education teacher demonstrates little or no familiarity with resources to enhance instructional knowledge to use in teaching or to provide remedial instruction to facilitate enhanced performance. The special education teacher does not seek such knowledge.	The special education teacher demonstrates some familiarity with resources available through the school or district to enhance instructional knowledge, to use in teaching, or provide remedial instruction to facilitate enhanced student performance. The special education teacher does not seek to extend such knowledge.	The special education teacher is fully aware of the resources available through the school or district to enhance instructional knowledge, to use in teaching, or for use in delivering remedial instruction to facilitate enhanced student performance.	The special education teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance instructional knowledge, to use in teaching, and for use in delivering remedial instruction to facilitate enhanced student performance.
Evidence				
Recommendations				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1e: Designing Coherent Instruction	The series of instructional activities is poorly aligned with the learning objectives and does not represent a coherent structure. The instructional activities are suitable for only some students.	The series of instructional activities demonstrates partial alignment with learning objectives, some of which are likely to engage students in the intended learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students' educational needs and requisite resources to meet identified needs.	The special education teacher coordinates knowledge of content, students' needs, and resources to design a series of instructional activities aligned to educational objectives and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in the intended objectives as delineated from the grade level curriculum and the IEPs of the students involved in the instruction.	The special education teacher coordinates knowledge of content, students, and resources to design a series of instructional activities aligned to educational objectives, differentiated where appropriate to make them suitable for all students and likely to engage them in the intended objectives as delineated from the grade level curriculum and the students' IEPs. The lesson or unit's structure is clear and allows for different production options as needed based on student needs.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1f: Designing Student Assessments	The special education teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriately for many students. The results of assessment have minimal impact on the design of future instruction.	The special education teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and not appropriately designed to address all student needs. The special education teacher intends to use assessment results to plan for future instruction for the students participating in the instructional activity.	The special education teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the educational needs of students. The special education teacher intends to use assessment results to plan for future instruction as derived from student performance.	The special education teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted to be sensitive to the individual needs as delineated within the IEPs, and the special education teacher intends to use assessment results to plan future instruction based upon performance criteria.
Evidence				
Recommendations				
Total Points for Domain 1				
Domain 1 Score = Total Points/24				



Special Education Classroom Teacher Rubric  
 For Pre-K to 12<sup>th</sup> Grade Teachers: Self-Contained, Resource Room, and Inclusion  
 including Bilingual/ESL/ELL  
 Domain 2: The Environment

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2a: Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, putdowns, or conflict.	Classroom interactions, both between the teacher 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.	Classroom interactions, both between the teacher 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.	Classroom interactions among the teacher and individual students 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 members of the class.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2b: Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The special education teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both special education teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both special education teacher and students, with students demonstrating pride in their work.	High levels of student energy and the special education teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance for example, by initiating improvements to their work.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2c: Managing Classroom Procedures	Much instructional time is lost because of inefficient instructional routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost due to inefficient instructional routines; procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost as a result of instructional routines; students are provided with direct instruction to facilitate increasing levels of independence, and incorporates tools/supports to facilitate efficient procedures for transitions, organized handling of supplies, and execution of noninstructional duties incorporating student participation.	Students contribute to the operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties with diminishing levels of instructional guidance to encourage student independence in the management of classroom procedures.
Evidence				

Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2d: Managing Student Behavior	There is no evidence that standards of conduct have been established, and little or no special education teacher monitoring of student behavior has been provided. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the special education teacher has made an effort to provide instruction on the standards of conduct for students. The special education teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the special education teacher monitors student behavior against the standards which instructions has been provided. The special education teacher's response to student misbehavior is appropriate and instructionally relevant, while respecting the student's dignity.	Standard of conduct are clear, with evidence of student participation in setting them. The special education teacher's monitoring of student behavior follows a diminishing level of direct interventions, and the special education teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring their performance against the grade level standards of behavior, as well as the functioning level of the students involved.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2e: Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students; the special education teacher's use of physical resources, including computer technology, is moderately effective. The special education teacher may attempt to modify the physical arrangement to accommodate the special needs of the students receiving instruction against the learning activities, being presented with partial success.	The classroom is safe and learning is accessible to all students; the special education teacher ensures that the physical arrangement is appropriate for the learning activities and accommodates for the special needs of the students involved in the lessons. The special education teacher makes effective use of physical resources, including computer technology as appropriate based on the intended learning objectives.	The classroom is safe, and the physical environment ensures the learning of all students, including those with particular learning issues that may be impacted by environmental components. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used in an instructionally relevant manner, as appropriate to the lesson.
Evidence				
Recommendations				
			Total Points for Domain 2	
			Domain 2 Score = Total Points/20	

Special Education Classroom Teacher Rubric  
 For Pre-K to 12<sup>th</sup> Grade Teachers: Self-Contained, Resource Room, and Inclusion  
 including Bilingual/ESL/ELL  
 Domain 3: Instruction/Delivery of Service

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3a: Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The special education teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, direction and procedures, and explanations of content are clarified after initial confusion; the special education teacher's use of language is correct, but may not be completely appropriate for students' cultures or functioning level, in consideration of the students' disabilities.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communication is appropriate for students' cultures and functioning levels, in consideration of the students' disabilities.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The special education teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3b: Using Questioning and Discussion Techniques	The special education teacher's questions are low-level or below the students' functioning levels, resulting in limited student participation, and encouraging recitation rather than discussion.	Some of the special education teacher's questions elicit a thoughtful response extending student understanding to a more advanced level, but most are low-level and posed in rapid succession. The special education teacher's attempts to engage all students in the discussion are only partially successful.	Most of the special education teacher's questions have been targeted to extend student performance and the special education teacher allows sufficient time for students to answer. Student participation in the discussion has been extended to attain educational objectives, with the special education teacher stepping aside to encourage independent performance as appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate as aligned with student functioning levels. Students participate in formulating many of the high-level questions with diminishing levels of support and accommodate to ensure that all voices are heard.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3c: Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student grouping, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
Evidence				

Recommendations				
<b>COMPONENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>1 UNSATISFACTORY</b>	<b>2 BASIC</b>	<b>3 PROFICIENT</b>	<b>4 DISTINGUISHED</b>
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the special education teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the special education teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner throughout instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the special education teacher, and high quality feedback to students from a variety of sources.
Evidence				
Recommendations				
<b>COMPONENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>1 UNSATISFACTORY</b>	<b>2 BASIC</b>	<b>3 PROFICIENT</b>	<b>4 DISTINGUISHED</b>
3e: Demonstrating Flexibility and Responsiveness	The special education teacher adheres to the instructional plan, even when a change would improve the lesson or address student's lack of interest or motivational level. The special education teacher brushes aside student questions or is unresponsive to student challenges when difficulties are experienced; the special education teacher blames the students or their home environment rather than adjusting the instructional activity.	The special education teacher attempts to modify the lesson when needed and is responsive to student questions, with moderate success. The special education teacher accepts responsibility for student access, but has only a limited repertoire of strategies to draw upon when flexibility of instruction is necessary.	The special education teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	The special education teacher seizes and opportunity to enhance learning, building on a spontaneous event or student interests. The special education teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
Evidence				
Recommendations				
			Total Points for Domain 3	
			Domain 2 Score = Total Points/20	

Special Education Classroom Teacher Rubric  
 For Pre-K to 12<sup>th</sup> Grade Teachers: Self-Contained, Resource Room, and Inclusion  
 including Bilingual/ESL/ELL  
 Domain 4: Professional Responsibilities

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4a: Reflection on Teaching	The special education teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	The special education teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. The special education teacher makes only general suggestions as to how the lesson might be improved.	The special education teacher provides an accurate and objective description of the lesson, citing specific evidence. The special education teacher makes some specific suggestions as to how the lesson might be improved.	The special education teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The special education teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each instructional objective.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4b: Maintaining Accurate Records	The special education teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and unsupported outcomes in IEP management.	The special education teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective impacting the accuracy of IEP management.	The special education teacher's systems for maintaining both instructional and non-instructional records are accurate aligned to identified objectives and effective in monitoring student performance against IEP management.	The special education teacher's system for maintaining both instructional and non-instructional records are accurate aligned to identified objectives, and effective in monitoring student performance against IEP management. Students are encouraged to contribute to data collection in measurement of their educational performance.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4c: Communicating with Teachers, Administrators, and Families	The special education teacher's communication with all relevant stakeholders (teachers, administrators, and families) about the instructional program or about individual students is sporadic or declines to provide background material when requested. The special education teacher makes no attempt to engage stakeholders (teachers, administration, and families) in the instructional program.	The special education teacher adheres to school procedures for communicating with stakeholders (teachers, administrators, and families) and provides background materials when requested by the stakeholders; yet communications do not fully address the needs of the students and program issues involved.	The special education teacher communicates frequently with stakeholders and successfully engages them about the instructional program. Information to stakeholders about individual students is conveyed in an effective manner.	The special education teacher's communication with stakeholders is highly accurate and conveys relevant information regarding student programming. The special education teacher successfully engages families in the instructional program, student progress and planning for the future.
Evidence				

Recommendations				
<b>COMPONENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>1 UNSATISFACTORY</b>	<b>2 BASIC</b>	<b>3 PROFICIENT</b>	<b>4 DISTINGUISHED</b>
4d: Participating in a Professional Community	The special education teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The special education teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The special education teacher participates actively in the professional community, which may include private practitioners employed by parents. Additionally, the special education teacher is an active participant in school and district events and projects. The special education teacher maintains positive and productive relationships with colleagues.	The special education teacher makes a substantial contribution to the professional community, inclusive of school and district events and projects, and assumes a leadership role among the faculty.
Evidence				
Recommendations				
<b>COMPONENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>1 UNSATISFACTORY</b>	<b>2 BASIC</b>	<b>3 PROFICIENT</b>	<b>4 DISTINGUISHED</b>
4e: Growing and Developing Professionally	The special education teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The special education teacher is resistant to feedback from supervisors or colleagues.	The special education teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The special education teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The special education teacher seeks out opportunities for professional development based on an individual assessment of need and/or the needs of the students assigned to his/her caseload and actively shares expertise with others. The special education teacher welcomes feedback from supervisors and colleagues.	The special education teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the special education teacher seeks feedback from supervisors and colleagues.
Evidence				
Recommendations				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4f: Showing Professionalism	The special education teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The special education teacher fails to comply with school and district regulations and time lines, providing an insufficient level of service in case management responsibilities (IEP meeting are not prepared, testing accommodations are not provided, consultative supports are not delivered and ineffective utilization of paraprofessional personnel).	The special education teacher is honest and well intentioned. In serving students and contributing to decisions in the school, but the special education teacher's attempts to serve student are limited. The special education teachers complies minimally with school and district regulations, providing a minimal level of service in case management responsibilities (basic IEP meeting preparation, proctoring accommodated testing only as directed, limited consultative supports for general education staff, and inefficient utilization of paraprofessional personnel).	The special education teacher displays a high level of ethical practice and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations. In providing special education services, the special education teacher efficiently fulfills case management responsibilities (IEP meetings are well planned/prepared, proctoring accommodated testing, relevant consultative supports are provided for general education staff and effective utilization of paraprofessional personnel).	The special education teacher is proactive and assumes a leadership role in making sure that instructional practices and procedures ensure that all students, particularly those with special needs or students at risk are appropriately supported so that have a reasonable opportunity to be active members of their school community. The special education teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations. The special education teacher comprehensively fulfills case management responsibilities (IEP meetings are thoughtfully planned/prepared taking into consideration feedback from both the school team and the parents, proctoring accommodated testing, partnering with general education staff in the provision of both special and regular educational instruction, and ensures sound utilization of paraprofessional personnel by providing training and support in the implementation of educational programming).
Evidence				
Recommendations				
Total Points for Domain 4				
Domain 4 Score = Total Points/24				

DOMAIN 1 SCORE	DOMAIN 2 SCORE	DOMAIN 3 SCORE	DOMAIN 4 SCORE	(add all scores) OBSERVATION SCORE

# **TEACHER EVALUATION RUBRIC**

**FOR**

## **INSTRUCTIONAL SPECIALISTS**

*For Priority School Leaders (Math, Literacy, Data, and Climate and Culture, Small Learning Community Leaders, and Early Childhood Liaisons)*



## Instructional Specialists Rubric

*For Priority School Leaders (Math, Literacy, Data, and Climate and Culture, Small Learning Community Leaders, and Early Childhood Liaisons*

### Domain 1: Planning and Preparation

COMPONENT	LEVEL OF PERFORMANCE			
	3 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1a: Demonstrating knowledge of current trends in specialty area and professional development	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served.	Instructional specialist has not clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instruction support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1e: Planning the instructional support program, integrated with the overall school program.	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1f: Developing a plan to evaluate the instructional support program.	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
<b>Evidence</b>				
<b>Recommendations</b>				
Total Points for Domain 1				
Domain 1 Score = Total Points/24				

Instructional Specialists Rubric  
Domain 2: The Environment

LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2a: Creating an environment of trust and respect	Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting with many contacts initiated by teachers.
<b>Evidence</b>				
<b>Recommendations</b>				
LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2b: Establishing a culture for ongoing instructional improvement	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
<b>Evidence</b>				
<b>Recommendations</b>				
LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2c: Establishing clear procedures for teachers to gain access to instructional support	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.
<b>Evidence</b>				
<b>Recommendations</b>				
LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2d: Establishing and maintaining norms of behavior for professional interactions	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Instructional specialist efforts to establish norms of professional conduct are partially successful.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2e: Organizing physical space for workshops or training	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants; time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.
<b>Evidence</b>				
<b>Recommendations</b>				
			Total Points for Domain 2	
			Domain 2 Score = Total Points/20	

Instructional Specialists Rubric  
Domain 3: Instruction/Delivery of Service

LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3a: Collaborating with teachers in the design of instructional units and lessons	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
<b>Evidence</b>				
<b>Recommendations</b>				
LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3b: Engaging teachers in learning new instructional skills	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
<b>Evidence</b>				
<b>Recommendations</b>				
LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3c: Sharing expertise with staff	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.
<b>Evidence</b>				
<b>Recommendations</b>				
LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3d: Locating resources for teachers to support instructional improvement	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3e: Demonstrating Flexibility and responsiveness	Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.
<b>Evidence</b>				
<b>Recommendations</b>				
Total Points for Domain 3				
Domain 2 Score = Total Points/20				

**Instructional Specialists Rubric**  
**Domain 4: Professional Responsibilities**

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4a: Reflecting on practice	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4b: Preparing and submitting budgets and reports	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4c: Coordinating work with other instructional specialists	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4d: Participating in a professional community	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
Evidence				
Recommendations				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4e: Engaging in professional development	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4f: Showing professionalism, including integrity and confidentiality	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standard of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.
Evidence				
Recommendations				
Total Points for Domain 4				
Domain 4 Score = Total Points/24				

DOMAIN 1 SCORE	DOMAIN 2 SCORE	DOMAIN 3 SCORE	DOMAIN 4 SCORE	(add all scores) OBSERVATION SCORE



# **TEACHER EVALUATION RUBRIC**

**FOR**

## **SCHOOL COUNSELORS**

*For School Counselors and SAC Counselors*

**School Counselors Rubric**  
*For School Counselors and SAC Counselors*  
**Domain 1: Planning and Preparation**

COMPONENT	LEVEL OF PERFORMANCE			
	4 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1a: Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1b: Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns.	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.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1c: Establishing goals for the counseling program appropriate to the setting and the students served	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school 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.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1f: Developing a plan to evaluate the counseling program	Counselor has no plan to evaluate the program or resist 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.
<b>Evidence</b>				
<b>Recommendations</b>				
<b>Total Points for Domain 1</b>				
<b>Domain 1 Score = Total Points/24</b>				

School Counselors Rubric  
Domain 2: The Environment

LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 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.
<b>Evidence</b>				
<b>Recommendations</b>				
LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2b: Establishing a culture for productive communication	Counselor makes no attempt to establish a culture or productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
<b>Evidence</b>				
<b>Recommendations</b>				
LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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 routine for the counseling center or classroom are seamless, and students assist in maintaining them.
<b>Evidence</b>				
<b>Recommendations</b>				
LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 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.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
<b>Evidence</b>				
<b>Recommendations</b>				
			Total Points for Domain 2	
			Domain 2 Score = Total Points/20	

School Counselors Rubric  
Domain 3: Instruction/Delivery of Service

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 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.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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 area 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.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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 others students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 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.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
<b>Evidence</b>				
<b>Recommendations</b>				
Total Points for Domain 3				
Domain 2 Score = Total Points/20				

School Counselors Rubric  
Domain 4: Professional Responsibilities

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4a: Reflecting on practice	Counselor does not reflect on practice, or the reflections are inaccurate or If-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.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4b: Maintaining records and submitting them in a time 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.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 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.
<b>Evidence</b>				
<b>Recommendations</b>				



COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
<b>Evidence</b>				
<b>Recommendations</b>				
<b>Total Points for Domain 4</b>				
<b>Domain 4 Score = Total Points/24</b>				

DOMAIN 1 SCORE	DOMAIN 2 SCORE	DOMAIN 3 SCORE	DOMAIN 4 SCORE	(add all scores) OBSERVATION SCORE

**TEACHER EVALUATION RUBRIC**

**FOR**

**LIBRARY/MEDIA SPECIALISTS**

## Secondary Library/Media Specialists Rubric

### Domain 1: Planning and Preparation

COMPONENT	LEVEL OF PERFORMANCE			
	5 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1b: Demonstrating knowledge of the school's program and student information needs within that program	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1c: Establishing goals for the library/media program appropriate to the setting and the students served	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 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.
Evidence				
Recommendations				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
Evidence				
Recommendations				
Total Points for Domain 1				
Domain 1 Score = Total Points/24				

**Library/Media Specialists Rubric**  
**Domain 2: The Environment**

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 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.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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 computer, 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.
Evidence				
Recommendations				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 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 student 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.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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, ad adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.
Evidence				
Recommendations				
			Total Points for Domain 2	
			Domain 2 Score = Total Points/20	

**Library/Media Specialists Rubric**  
**Domain 3: Instruction/Delivery of Service**

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3a: Maintaining and extending the library collection in accordance with the school's needs and with in 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.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 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.
Evidence				
Recommendations				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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 students, parent or teacher input.
Evidence				
Recommendations				
Total Points for Domain 3				
Domain 2 Score = Total Points/20				



**Library/Media Specialists Rubric**  
**Domain 4: Professional Responsibilities**

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 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.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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 follow established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggest improvements to those procedures. Inventories are reports are submitted on time.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4c: Communicating with 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.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 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.
Evidence				
Recommendations				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
Evidence				
Recommendations				
Total Points for Domain 4				
Domain 4 Score = Total Points/24				

DOMAIN 1 SCORE	DOMAIN 2 SCORE	DOMAIN 3 SCORE	DOMAIN 4 SCORE	(add all scores) OBSERVATION SCORE

**TEACHER EVALUATION RUBRIC**

**FOR**

**NURSES**

## School Nurses Rubric

### Domain 1: Planning and Preparation

COMPONENT	LEVEL OF PERFORMANCE			
	6 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>1a: Demonstrating medical knowledge and skill in nursing techniques</b>	Nurse demonstrates little understanding of medical knowledge and nursing techniques.	Nurse demonstrates basic understanding of medical knowledge and nursing techniques.	Nurse demonstrates understanding of medical knowledge and nursing techniques.	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>1b: Demonstrating knowledge of child and adolescent development</b>	Nurse displays little or no knowledge of child and adolescent development.	Nurse displays partial knowledge of child and adolescent development.	Nurse displays accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>1c: Establishing goals for the nursing program appropriate to the setting and the students served</b>	Nurse has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students.	Nurse's goals for the nursing program are rudimentary and are partially suitable to the situation and the age of the students.	Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students.	Nurse's goals for the nursing 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.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>1d: Demonstrating knowledge of government, community, and district regulations and resources</b>	Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>1e: Planning the nursing program for both individuals and groups of students, integrated with the regular school program</b>	Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Nurse's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Nurse has developed a plan that includes the important aspects of work in the setting.	Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>1f: Developing a plan to evaluate the nursing program</b>	Nurse has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Nurse has a rudimentary plan to evaluate the nursing program.	Nurse's plan to evaluate the program is organized around clear goals and the a collection of evidence to indicate the degree to which the goals have been met.	Nurse's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
<b>Evidence</b>				
<b>Recommendations</b>				
<b>Total Points for Domain 1</b>				
<b>Domain 1 Score = Total Points/24</b>				

School Nurses Rubric  
Domain 2: The Environment

LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>2a: Creating an environment of respect and rapport</b>	Nurse's interactions with at least some students are negative or inappropriate.	Nurse's interactions with students are a mix of positive and negative.	Nurse's interactions with students are positive and respectful.	Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship.
<b>Evidence</b>				
<b>Recommendations</b>				
LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>2b: Establishing a culture for health and wellness</b>	Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers.	Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful.	Nurse promotes a culture throughout the school for health and wellness.	The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students.
<b>Evidence</b>				
<b>Recommendations</b>				
LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>2c: Following health protocols and procedures</b>	Nurse's procedures for the nursing office are nonexistent or in disarray.	Nurse has rudimentary and partially successful procedures for the nursing office.	Nurse's procedures for the nursing office work effectively.	Nurse's procedures for the nursing office are seamless, anticipating unexpected situations.
<b>Evidence</b>				
<b>Recommendations</b>				
LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>2d: Supervising health associates</b>	No guidelines for delegated duties have been established, or the guidelines are unclear. Nurse does not monitor associates' activities.	Efforts to establish guidelines for delegated duties are partially successful. Nurse monitors associates' activities sporadically.	Nurse has established guidelines for delegated duties and monitors associates' activities.	Associates work independently, indicating clear guidelines for their work. Nurse's supervision is subtle and professional.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>2e: Organizing physical space</b>	Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored.	Nurse's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find.	Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized.	Nurse's office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized.
<b>Evidence</b>				
<b>Recommendations</b>				
			Total Points for Domain 2	
			Domain 2 Score = Total Points/20	

School Nurses Rubric  
Domain 3: Instruction/Delivery of Service

LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>3a: Assessing student needs</b>	Nurse does not assess student needs, or the assessments result in inaccurate conclusions.	Nurse's assessments of student needs are perfunctory.	Nurse assesses student needs and knows the range of student needs in the school.	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.
<b>Evidence</b>				
<b>Recommendations</b>				
LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>3b: Administering medications to students</b>	Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals, but signed release forms are not conveniently stored.	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed.	Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.
<b>Evidence</b>				
<b>Recommendations</b>				
LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>3c: Promoting wellness through classes or classroom presentations</b>	Nurse's work with students in classes fails to promote wellness.	Nurse's efforts to promote wellness through classroom presentations are partially effective.	Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.	Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle.
<b>Evidence</b>				
<b>Recommendations</b>				
LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>3d: Managing emergency situations</b>	Nurse has no contingency plans for emergency situations.	Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.	Nurse's plans for emergency situations have been developed for many situations.	Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies.
<b>Evidence</b>				
<b>Recommendations</b>				



COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>3e: Demonstrating flexibility and responsiveness</b>	Nurse adheres to the plan or program, in spite of evidence of its inadequacy.	Nurse makes modest changes in the nursing program when confronted with evidence of the need for change.	Nurse makes revisions in the nursing program when they are needed.	Nurse is continually seeking ways to improve the nursing program and make changes as needed in response to student, parent, or teacher input.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>3f: Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs</b>	Nurse declines to collaborate with classroom teachers to develop specialized educational programs.	Nurse collaborates with classroom teachers in developing instructional lessons and units when specifically asked to do so.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units, locating additional resources from outside the school.
<b>Evidence</b>				
<b>Recommendations</b>				
			Total Points for Domain 3	
			Domain 2 Score = Total Points/20	

School Nurses Rubric  
Domain 4: Professional Responsibilities

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>4a: Reflecting on practice</b>	Nurse do not reflect on practice, or the reflections are inaccurate or self-serving.	Nurse'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.	Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved.	Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>4b: Maintaining health records in accordance with policy and submitting reports in a timely fashion</b>	Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Nurse's reports, records, and documentation are generally accurate, but are occasionally late.	Nurse's reports, records, and documentation are accurate and are submitted in a timely manner.	Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>4c: Communicating with families</b>	Nurse provides no information to families, either about the nursing program as a whole or about individual students.	Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students.	Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students.	Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>4d: Participating in a professional community</b>	Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district events and projects.	Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so.	Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Nurse makes a substantial contribution to school and district events and projects and assumes leadership role with colleagues.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>4e: Engaging in professional development</b>	Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.	Nurse's participation in professional development activities is limited to those that are convenient or are required.	Nurse seeks out opportunities for professional development based on an individual assessment of need.	Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops t colleagues.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>4f: Showing professionalism</b>	Nurse displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Nurse is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Nurse displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Nurse 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.
<b>Evidence</b>				
<b>Recommendations</b>				
<b>Total Points for Domain 4</b>				
<b>Domain 4 Score = Total Points/24</b>				

DOMAIN 1 SCORE	DOMAIN 2 SCORE	DOMAIN 3 SCORE	DOMAIN 4 SCORE	(add all scores) OBSERVATION SCORE

**TEACHER EVALUATION RUBRIC**

**FOR**

**SCHOOL PSYCHOLOGISTS**

Board Approved: November 16, 2016

Domain 1 for School Psychologists  
Planning and Preparation

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students	School Psychologist demonstrates little or no knowledge of school psychology and/or and the psychologist's evaluation plans incorporate the use of limited psychological instruments to evaluate students.	Psychologist demonstrates minimal knowledge of school psychology and/or skills, and the psychologist's evaluation plan incorporates the use of minimal psychological instruments to evaluate students.	Psychologist demonstrates adequate knowledge of psychology and/or skills and the psychological evaluation plan incorporates the use of appropriate psychological instruments to evaluate students and determines accurate diagnoses.	Psychologist demonstrates deep and thorough knowledge of school psychology uses psychological instruments to evaluate students and knows the proper situations in which each should be used.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1b: Demonstrates knowledge of child and adolescent development and psychopathology	Psychologist plan/log reflects little or no knowledge of child and adolescent development and psychopathology.	Psychologist plan/log reflects partial knowledge of child and adolescent development and psychopathology.	Psychologist plan/log reflects accurate understanding of thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates plan/log reflects deep and thorough knowledge of child and adolescent development and psychopathology; knows variations of the typical patterns.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1c: Establishes goals for the IEP appropriate to the setting and the students served.	Psychologist does not develop clear goals for the IEP, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the IEP are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the IEP are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the IEP are highly effective and personalized to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 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.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1e: Plans the IEP, integrated with the regular school program, to meet the needs of individual students and including interventions.	Psychologist's IEP consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's IEP 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 an IEP that includes the important aspects of work in the setting.	Psychologist's IEP is highly coherent with interventions and serves to support students individually, within the broader educational program.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1f: Sets IEP goals and outcomes, and evaluates psychological services provided to students and families.	Psychologist fails to set goals and outcomes, and has no plan to evaluate his/her work or resists suggestions that such an evaluation is important.	Psychologist inconsistently sets goals and outcomes, and has a rudimentary plan to evaluate his/her direct services to students and families.	Psychologist consistently sets goals and outcomes, and has an organized plan to evaluate his/her direct services to students and families with a collection of evidence to indicate the degree to which the goals have been met.	Psychologist's sets seamless goals and outcomes, and has a highly sophisticated plan to evaluate his/her direct services to students and families with a collection of evidence to indicate the degree to which the goals have been met and a clear path toward improving services on an ongoing basis.
<b>Evidence</b>				
<b>Recommendations</b>				
<b>Total Points for Domain 1</b>				
<b>Domain 1 Score = Total Points/24</b>				

Domain 2 for School Psychologists  
The Environment

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 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 mostly positive; psychologists' efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing area.	Psychologist's interactions with students are positive and respectful and reflect a high degree of comfort and trust in the relationship.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2c: Establishes and manages routines and procedures that follow the district referral process and uses time effectively.	Psychologist fails to establish routines and procedures, does not follow district referral procedures, and exercises poor judgment in setting priorities resulting in confusion and often missing deadlines.	Psychologist inconsistently follows established routines and procedures, sometimes follows district referral procedures, and exercises moderate judgment in setting priorities resulting in sometimes missing deadlines.	Psychologist consistently follows established routines and procedures, adheres to district referral procedures, and exercises appropriate judgment in setting priorities resulting in efficiently meeting deadlines; meetings and consultations with parents and administrators are clear to everyone.	Psychologist always follows established routines and procedures, consistently adheres to district referral procedures, and exercises exemplary judgment in setting priorities and seamlessly meets deadlines; all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2d: Establishes standards of conduct in the testing area.	Psychologist has not established standards of conduct, and disregards or fails to address negative student behavior during an evaluation.	Psychologist has established standards of conduct in the testing area. Psychologist attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Psychologist has established clear standards of conduct in the testing area. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Psychologist has established clear standards of conduct in the testing area. Psychologist's monitoring of students is subtle and preventative, and students engage in self-monitoring of behavior.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2e: Organizing physical space for testing of students and storage of materials	Psychologist's testing area is in disarray and poorly suited to student evaluations; testing materials are not stored in a secure location and are difficult to find when needed.	Psychologist's testing area completely organized and not suited to student evaluations; testing materials are stored in a secure location and are difficult to find when needed.	Psychologist's testing area is well organized and suited to student evaluations; testing materials are stored in a secure location and are difficult to available when needed.	Psychologist's testing area is highly organized and well suited and inviting to student evaluations; testing materials are stored in a secure location and are conveniently available when needed.
<b>Evidence</b>				
<b>Recommendations</b>				
Total Points for Domain 2				
Domain 2 Score = Total Points/20				



Domain 3 for School Psychologists  
Instruction/Delivery of Service

LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 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.
<b>Evidence</b>				
<b>Recommendations</b>				
LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
<b>Evidence</b>				
<b>Recommendations</b>				
LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3c: Chairs evaluation team of students on caseload.	When case manager is unavailable, Psychologist declines to assume leadership of the evaluation team.	When case manager is unavailable, Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.	When case manager is unavailable, Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs.	When case manager is unavailable, Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3d: Promotes the use of evidence-based interventions and supports based on student needs.	School Psychologist does not attend scheduled consultations regarding evidence-based interventions for specific students.	School Psychologist passively participates in scheduled consultation regarding evidence-based interventions for specific students and provides minimal input.	School Psychologist is frequently involved in scheduled consultations regarding evidence-based academic, behavioral, and social/emotional interventions that target the specific needs of students.	School Psychologist readily initiates consultations regarding evidence-based interventions with staff and families, seamlessly contributes to effectively meet students' needs and interacting positively during consultations; actively helps to align interventions with building/district goals.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3e: Maintains contact with physicians and community mental health service providers when necessary and feasible.	Psychologist declines to maintain contact with physicians and community mental health service providers when necessary and feasible.	Psychologist maintains occasional contact with physicians and community mental health providers when necessary and feasible.	Psychologist maintains ongoing contact with physicians and community mental health service providers when necessary and feasible.	Psychologist initiates ongoing contact with physicians and community mental health service providers and follows up, when necessary and feasible.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3f: Demonstrates flexibility, adaptability, and responsiveness when working with staff, students and parents.	School Psychologist avoids input from staff, students and parents and adhere to rigid procedure even when they are proven ineffective.	School Psychologist responds reluctantly to staff, student, and parent input and may make minor changes in response to students' needs.	School Psychologist makes changes as needed in response to staff, student and parent input, and demonstrates flexibility and adaptability to students' needs.	School Psychologist readily and courteously responds to staff, student, and parent input and proactively anticipates students' needs. School Psychologist collaboratively seeks ways to improve the responsiveness of the school-wide environment to students' needs.
<b>Evidence</b>				
<b>Recommendations</b>				
Total Points for Domain 3				
Domain 2 Score = Total Points/20				

Domain 4 for School Psychologists  
Professional Responsibilities

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4a: Reflects on professional practice	Psychologist does not reflect on professional practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on professional practice is moderately accurate and objective without citing specific examples of practice and with only general suggestions as to how it might be improved.	Psychologist's reflection on professional practice is accurate and objective citing specific examples of practice and with specific suggestions as to how prevention and intervention efforts might be improved.	Psychologist's reflection on professional practice is highly insightful and perceptive, citing specific examples and drawing on an extensive repertoire of alternative strategies outlining how prevention and intervention might be improved.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4b: Communicating with families.	Psychologist makes no attempts 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 consistently communicates with families and secures necessary permission for evaluations and consistently does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and skillfully communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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, but are occasionally late.	Psychologist's records are accurate and legible, well organized, and stored in a secure location, submitted in a timely manner.	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, always submitted on time.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4d: Participating in a professional community	Psychologist's relationships with colleagues are negative, unprofessional or self-serving; and/or social worker avoids being involved in events and projects in schools to which his/her team is assigned.	Psychologist's relationships with colleagues are cordial and professional; and social worker occasionally participates in mandatory events and projects in schools to which his/her team is assigned.	Psychologist relationships with colleagues are positive, professional and productive; and social worker regularly participates in events and projects in schools to which his/her team is assigned.	Psychologist relationships with colleagues are positive, professional and productive; and social worker assumes a leadership role in events and projects in schools to which his/her team is assigned.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4e: Engaging in professional development	Psychologist does not participate in professional development activities even when such activities are clearly needed for the 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.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4f: Shows professionalism, including integrity and advocacy, and maintains confidentiality.	Psychologist displays dishonesty in interactions with colleagues, students, and families; and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and families; and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the families; advocating for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocates for students; taking a leadership role with colleagues.
<b>Evidence</b>				
<b>Recommendations</b>				
<b>Total Points for Domain 4</b>				
<b>Domain 4 Score = Total Points/24</b>				

DOMAIN 1 SCORE	DOMAIN 2 SCORE	DOMAIN 3 SCORE	DOMAIN 4 SCORE	(add all scores) OBSERVATION SCORE

# **TEACHER EVALUATION RUBRIC**

**FOR**

## **THERAPEUTIC SPECIALISTS**

*For Physical Therapists, Occupational Therapists, and Speech Therapists*

## Therapeutic Specialists Rubric

*For Physical Therapists, Occupational Therapists, and Speech Therapists*

### Domain 1: Planning and Preparation

COMPONENT	LEVEL OF PERFORMANCE			
	7 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license.	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	2 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1b: Establishing goals for the therapy program appropriate to the setting and the students served.	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 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.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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 preventative and serves to support students individually, within the broader educational program.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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 program 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.
<b>Evidence</b>				
<b>Recommendations</b>				
Total Points for Domain 1				
Domain 1 Score = Total Points/24				

**Therapeutic Specialists Rubric**  
**Domain 2: The Environment**

LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 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; students appear uncomfortable in the testing and treatment center.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
<b>Evidence</b>				
<b>Recommendations</b>				
LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
<b>Evidence</b>				
<b>Recommendations</b>				
LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
<b>Evidence</b>				
<b>Recommendations</b>				
LEVEL OF PERFORMANCE				
COMPONENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 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.
<b>Evidence</b>				
<b>Recommendations</b>				



COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
<b>Evidence</b>				
<b>Recommendations</b>				
Total Points for Domain 2				
Domain 2 Score = Total Points/20				

**Therapeutic Specialists Rubric**  
**Domain 3: Instruction/Delivery of Service**

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 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.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 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.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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 students, parent or teacher input.
Evidence				
Recommendations				
Total Points for Domain 3				
Domain 2 Score = Total Points/20				

**Therapeutic Specialists Rubric**  
**Domain 4: Professional Responsibilities**

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 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.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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 use s 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.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 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.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
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.
<b>Evidence</b>				
<b>Recommendations</b>				
Total Points for Domain 4				
Domain 4 Score = Total Points/24				

DOMAIN 1 SCORE	DOMAIN 2 SCORE	DOMAIN 3 SCORE	DOMAIN 4 SCORE	(add all scores) OBSERVATION SCORE

**TEACHER EVALUATION RUBRIC**

**FOR**

**LEARNING DISABILITY TEACHER CONSULTANT**

Domain 1 for Learning Disability Teacher Consultant  
Planning and Preparation

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>1a: Demonstrates knowledge and skills in using educational assessment to evaluate students.</b>	LDTDC demonstrate little or no knowledge and skill in using educational assessments to evaluate students.	LDTDC uses a limited number of educational assessment instruments to evaluate students.	LDTDC uses multiple educational assessment instruments to evaluate students.	LDTDC uses a wide range of educational assessment instruments to evaluate students and knows the proper situations in which each should be used.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	2 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>1b: Demonstrates knowledge of child and adolescent development.</b>	LDTDC plan/log reflects little or no knowledge of child and adolescent development.	LDTDC plan/log reflects partial knowledge of child and adolescent development.	LDTDC plan/log reflects accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns.	LDTDC plan/log reflects deep and thorough knowledge of the typical developmental characteristics of the age group, exceptions to the general patterns and displays knowledge of the extent to which individual students follow the general patterns.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	2 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>1c: Develops appropriate goals and learning strategies based on evaluations and diagnosis</b>	LDTDC has no clear goals for the student or they are inappropriate based on the situation, evaluations or diagnosis	LDTDC's goals for the student are rudimentary and are partially suitable to the situation, evaluations or age of the students.	LDTDC's goals for the student are clear and appropriate to the situation, age of the student and evaluations.	LDTDC's goals for the student are highly appropriate to the situation in the school, the age of the students, and the evaluations conducted. They have been developed following consultations with administrators and/or teachers.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	2 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1d: Collects appropriate information and writes reports containing all pertinent information.	LDC's written language is illegible and reports contain inappropriate or irrelevant information.	LDC's written language is legible and used correctly. Vocabulary is correct, but limited. Reports contain mostly relevant information.	LDC's written language is clear and correct and vocabulary is appropriate. Reports contain relevant, useful information.	LDC's written language is correct, expressive and with well-chosen vocabulary; avoids acronyms and jargon. Reports contain highly relevant and important information that leads to adequate decision-making.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1e: Demonstrates knowledge of district, state and federal guidelines	LDC demonstrates little or no knowledge of governmental regulations.	LDC displays limited awareness of governmental regulations.	LDC displays thorough knowledge of governmental regulations.	LDC's knowledge of governmental regulations is extensive and comprehensive.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1f: Sets goals and outcomes, and evaluates direct services provided to students and families.	LDC fails to set goals and outcomes, and has no plan to evaluate his/her work or resists suggestions that such an evaluation is important.	LDC inconsistently sets goals and outcomes, and has a rudimentary plan to evaluate his/her direct services to students and families.	LDC consistently sets goals and outcomes, and has an organized plan to evaluate his/her direct services to students and families with a collection of evidence to indicate the degree to which the goals have been met.	LDC's sets seamless goals and outcomes, and has a highly sophisticated plan to evaluate his/her direct services to students and families with a collection of evidence to indicate the degree to which the goals have been met and a clear path toward improving services on an ongoing basis.
<b>Evidence</b>				
<b>Recommendations</b>				
Total Points for Domain 1				
Domain 1 Score = Total Points/24				



Domain 2 for Learning Disability Teacher -Consultant  
The Environment

COMPONENT	LEVEL OF PERFORMANCE			
	2 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2a: Establishes rapport with students by creating an environment of safety and respect.	LDC's interactions with students are negative or inappropriate; students appear uncomfortable in presence of the LTD-C.	LDC's interactions are mostly positive; social worker's efforts at developing rapport are partially successful.	LDC's interactions with students are positive and respectful; students appear comfortable working with LDC.	LDC's interactions with students are positive and respectful and reflect a high degree of comfort and trust in the relationship.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2b: Promotes a positive culture and climate by participating in crisis intervention and risk assessment.	LDC fails to establish a positive culture and climate, lacks involvement in crisis intervention, and makes faulty risk assessments of student(s) in crisis with inappropriate responses that do not address immediate needs.	LDC attempts to promote a positive culture and climate, inconsistently participates in crisis intervention, and makes general risk assessments of student(s) in crisis with limited response that lacks recommendations and follow through.	LDC consistently promotes a positive culture and climate, consistently participates in crisis intervention, and makes appropriate risk assessments of student(s) in crisis with responses addressing primary issues and makes appropriate recommendations that address student needs with follow through.	LDC consistently promotes a positive culture and climate, assumes a leadership role in crisis intervention, engages in on-going risk assessments of student(s) in crisis with responses that yield an accurate reflection of the students' status with follow through that reflects insight, tact, and strong knowledge of community resources.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2c: Establishes and manages routines and procedures that follow the district referral process and uses time effectively.	LDC fails to establish routines and procedures, does not follow district referral procedures, and exercises poor judgment in setting priorities resulting in confusion and often missing deadlines.	LDC inconsistently follows established routines and procedures, sometimes follows district referral procedures, and exercises moderate judgment in setting priorities resulting in sometimes missing deadlines.	LDC consistently follows established routines and procedures, adheres to district referral procedures, and exercises appropriate judgment in setting priorities resulting in efficiently meeting deadlines.	LDC always follows established routines and procedures, consistently adheres to district referral procedures, and exercises exemplary judgment in setting priorities and seamlessly meets deadlines. The LDC is a resource person to others to learn the referral procedures.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2d: Establishes and maintains norms of behavior for professional interactions	LDTC has not established norms of professional conduct; educators are frequently disrespectful in their interactions with one another.	LDTC's efforts to establish norms of professional conduct are partially successful.	LDTC has established clear norms of mutual respect for professional interaction.	LDTC has established seamless and clear norms of mutual respect for professional interaction. Educators ensure that their colleagues adhere to these standards of conduct.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2e: Organizes physical office space (desk) for managing student evaluations, and storage of materials.	LDTC physical environment is in disarray and results in the inappropriate management of student evaluations.	LDTC attempts to create an inviting and well organized physical environment resulting in partially successful management of student evaluations.	LDTC physical space is organized, inviting and conducive to the successful management of student evaluations.	LDTC physical space is well organized, inviting and conducive to the efficient management of student evaluations. LDTC contributes and assists others in physical space arrangement.
<b>Evidence</b>				
<b>Recommendations</b>				
Total Points for Domain 2				
Domain 2 Score = Total Points/20				

Domain 3 for Learning Disability Teacher -Consultant  
Instruction/Delivery of Service

COMPONENT	LEVEL OF PERFORMANCE			
	2 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3a: Demonstrates ability to communicate effectively with teachers, administrators, other school staff, and families.	LDC fails to interact with or inappropriately engages with teachers, administrators, other school staff, and families regarding students.	LDC occasionally interacts with teachers, administrators, other school staff, and families regarding students.	LDC consistently interacts with teachers, administrators, other school staff, and families regarding students. LDC considers multiple aspects of the student's environment and implications on student achievement.	LDC seamlessly and proactively interacts with teachers, administrators, other school staff, and families regarding students. LDC considers all aspects of the student's environment, as well as other factors that impact student achievement, and provides preventative interventions to help foster student success.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3b: Interprets data to make informed decisions in meetings and when creating or modifying students' IEPs.	LDC fails to use data or uses data incorrectly to assess student's needs, does not participate in meetings, and/or fails to create or modify student IEPs when deemed necessary.	LDC attempts to use data or has minimal usage of data to assess student's needs, rarely participates in meetings, and creates or makes general modifications to student IEPs when deemed necessary	LDC uses data accurately to assess student's needs, actively participates in meetings, and creates or makes appropriate modifications to student IEPs when deemed necessary.	LDC interprets and uses data clearly and concisely to assess student's needs, often facilitates meetings, and creates and makes solid modifications to student IEPs in a culturally responsive manner when deemed necessary.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3c: Manages caseload effectively.	LDC fails to schedule annual reviews and re-evaluations according to regulatory guidelines; IEPs show very little revision one year to the next.	LDC schedules annual reviews and reevaluations according to regulatory timelines; PLAAFP and goal information are usually updated.	LDC schedules annual reviews and reevaluations according to regulatory timelines; ensures all PLAAFP and goal information are updated; reviews student progress and makes changes accordingly.	LDC's annual reviews and reevaluations are scheduled well in advance to allow time for collaborative PLAAFP and goals; student progress is reviewed frequently and adjustments are made according to the data collected.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3d: Demonstrates familiarity with students on caseload.	LDC does not assess student needs and displays no awareness of students on caseload.	LDC does not assess student needs, but displays limited awareness of students on caseload.	LDC demonstrates awareness of students on caseload and effectively assesses their needs.	LDC demonstrates keen awareness of students on case load, accurately assesses their needs and contributes to program planning.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3e: Demonstrates flexibility and responsiveness	LDC avoids or ignores input and/or requests from staff, students, and/or parent(s) and adheres to the plan or program, in spite of evidence of its inadequacy.	LDC responds reluctantly to input and/or requests from staff, students, and/or parent(s) and makes modest changes to the plan or program when confronted with evidence of the need for change.	LDC responds to input and/or requests from staff, students, and/or parent(s) and makes changes to the plan or program based on the diverse needs of the student(s) when confronted with evidence of the need for change.	LDC is readily and courteously seeks input and evidence from staff, students, and/or parents and makes changes to improve the plan or program based on the diverse needs of student(s).
<b>Evidence</b>				
<b>Recommendations</b>				
Total Points for Domain 3				
Domain 2 Score = Total Points/20				

Domain 4 for Learning Disability Teacher -Consultant  
Professional Responsibilities

COMPONENT	LEVEL OF PERFORMANCE			
	2 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4a: Reflects on professional practice	LDTC does not reflect on professional practice, or the reflections are inaccurate or self-serving.	LDTC's reflection on professional practice is moderately accurate and objective without citing specific examples of practice and with only general suggestions as to how it might be improved.	LDTC's reflection on professional practice is accurate and objective citing specific examples of practice and with specific suggestions as to how prevention and intervention efforts might be improved.	LDTC's reflection on professional practice is highly insightful and perceptive, citing specific examples and drawing on an extensive repertoire of alternative strategies outlining how prevention and intervention might be improved.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4b: Maintains data management system and records.	LDTC reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	LDTC's reports, records, and documentation are generally accurate but are occasionally late.	LDTC's reports, records, and documentation are accurate and are submitted in a timely manner.	LDTC approach to record keeping is highly systematic and efficient and serves as a model for colleagues.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4c: Communicates with teachers, administrators, and families.	LDTC makes no attempt to engage and/or is unavailable to teachers, administrators, and families for questions, planning and does not provide requested information or resources.	LDTC occasionally attempts to engage and/or is inconsistently available to teachers, administrators, and families, for questions, planning and providing requested information or resources.	LDTC attempts to engage and/or is consistently available to teachers, administrators, and families, for questions and planning, consistently providing requested information or resources.	LDTC initiates engagement and is always available to teachers, administrators, and families and is proactive in providing information about the student(s) through a variety of means.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4d: Participates in a professional community	LDTC's relationships with colleagues are negative, unprofessional or self-serving; and/or LDTC avoids being involved in events and projects in schools to which his/her team is assigned.	LDTC's relationships with colleagues are cordial and professional; and LDTC occasionally participates in mandatory events and projects in schools to which his/her team is assigned.	LDTC relationships with colleagues are positive, professional and productive; and LDTC regularly participates in events and projects in schools to which his/her team is assigned.	LDTC relationships with colleagues are positive, professional and productive; and LDTC assumes a leadership role in events and projects in schools to which his/her team is assigned.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4e: Engages in professional development	LDTc does not participate in professional development activities even when such activities are clearly needed for the development of skills	LDTc's participation in professional development activities is limited to those that are convenient or are required.	LDTc seeks out opportunities for professional development based on an individual assessment of need.	LDTc actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

**Evidence**

**Recommendations**

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED

4f: Shows professionalism, including integrity and advocacy and maintains confidentiality.	LDTc displays dishonesty in interactions with colleagues, students, and families; and violates principles of confidentiality.	LDTc is honest in interactions with colleagues, students, and families; and does not violate confidentiality.	LDTc displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the families; advocating for students when needed	LDTc can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocates for students; taking a leadership role with colleagues.
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**Evidence**

**Recommendations**

Total Points for Domain 4

Domain 4 Score = Total Points/24

DOMAIN 1 SCORE	DOMAIN 2 SCORE	DOMAIN 3 SCORE	DOMAIN 4 SCORE	(add all scores) OBSERVATION SCORE

**TEACHER EVALUATION RUBRIC**

**FOR**

**SOCIAL WORKERS**

Domain 1 for Social Workers  
Planning and Preparation

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1a: Demonstrates knowledge of social emotional and academic learning supports available within the school, district and outside of the district.	Social worker integrates little to no understanding of social emotional and academic learning supports available for students within the school and district.	Social integrates basic understanding of social emotional and academic learning supports available for students within the school and district.	Social worker integrates an adequate understanding of social emotional and academic learning supports available for students within the school and district.	Social worker integrates a deep and thorough understanding of social emotional and academic learning supports available for students within the school and district.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	3 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1b: Demonstrates knowledge of child and adolescent development.	Social worker plan/log reflects little or no knowledge of child and adolescent development.	Social worker plan/log reflects partial knowledge of child and adolescent development.	Social worker plan/log reflects accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns.	Social worker plan/log reflects deep and thorough knowledge of the typical developmental characteristics of the age group, exceptions to the general patterns and displays knowledge of the extent to which individual students follow the general patterns.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	3 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1c: Develops service delivery plan that is consistent with district practices, state and federal regulations.	Social worker does not develop a clear service delivery or the service delivery is inappropriate for either the situation or the age/developmental level of the students(s).	Social worker's service delivery development is rudimentary and only partially suitable for either the situation or the age/developmental level of the students(s).	Social worker's service delivery development is clear and appropriate within the context of the educational setting, for the situation and the age/developmental level of the students(s).	Social worker's service delivery development is highly effective and personalized within the context of the educational setting, for the situation and the age/developmental level of the students(s).
<b>Evidence</b>				
<b>Recommendations</b>				



COMPONENT	LEVEL OF PERFORMANCE			
	3 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>1d: Designs coherent interventions and instructional supports based on student needs.</b>	Social worker demonstrates little or no knowledge in the design of possible interventions and instructional supports for students.	Social worker demonstrates awareness in the design of possible interventions and instructional supports, but inconsistently aligns the supports to the specific needs of students.	Social worker demonstrates clear understanding in the design of possible interventions and instructional supports that target the specific needs of students.	Social worker demonstrates deep and thorough understanding in the design of possible interventions and instructional supports that target the specific needs of students and are connected to building and district goals.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>1e: Utilizes a variety of assessments to evaluate social emotional needs, instructional needs, and determine eligibility for Special Education and/or appropriate services.</b>	Social worker demonstrates a lack of knowledge and utilizes little or no appropriate assessments to evaluate social emotional and instructional needs of student(s) and is unable to determine eligibility for Special Education and/or appropriate services.	Social worker demonstrates partial knowledge and utilizes limited assessments to evaluate social emotional and instructional needs of student(s) and attempts to determine eligibility for Special Education and/or appropriate services.	Social worker demonstrates clear understanding and utilized multiple assessments to evaluate social emotional and instructional needs of student(s) and appropriately determines eligibility for Special Education and/or appropriate services.	Social worker demonstrates a deep and thorough understanding and utilizes appropriate multiple assessments based on specific student needs to effectively evaluate social emotional and instructional needs of student(s) and appropriately determines eligibility for Special Education and/or appropriate services.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1f: Setting goals and outcomes, and evaluating direct services provided to students and families.	Social worker fails to set goals and outcomes, and has no plan to evaluate his/her work or resists suggestions that such an evaluation is important.	Social worker inconsistently sets goals and outcomes, and has a rudimentary plan to evaluate his/her direct services to students and families.	Social worker consistently sets goals and outcomes, and has an organized plan to evaluate his/her direct services to students and families with a collection of evidence to indicate the degree to which the goals have been met.	Social worker sets seamless goals and outcomes, and has a highly sophisticated plan to evaluate his/her direct services to students and families with a collection of evidence to indicate the degree to which the goals have been met and a clear path toward improving services on an ongoing basis.
<b>Evidence</b>				
<b>Recommendations</b>				
Total Points for Domain 1				
Domain 1 Score = Total Points/24				

Domain 2 for Social Workers  
The Environment

COMPONENT	LEVEL OF PERFORMANCE			
	3 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>2a: Establishes rapport with students by creating an environment of safety and respect.</b>	Social worker's interactions with students are negative or inappropriate; students appear uncomfortable in presence of the social worker.	Social worker's interactions are mostly positive; social worker's efforts at developing rapport are partially successful.	Social worker's interactions with students are positive and respectful; students appear comfortable working with social worker.	Social worker's interactions with students are positive and respectful and reflect a high degree of comfort and trust in the relationship.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>2b: Promotes a positive culture and climate by participating in crisis intervention and risk assessment.</b>	Social worker fails to establish a positive culture and climate, lacks involvement in crisis intervention, and makes faulty risk assessments of student(s) in crisis with inappropriate responses that do not address immediate needs.	Social worker attempts to promote a positive culture and climate, inconsistently participates in crisis intervention, and makes general risk assessments of student(s) in crisis with a limited response that lacks recommendations and follow through by the social worker.	Social worker consistently promotes a positive culture and climate, consistently participates in crisis intervention, and makes appropriate risk assessments of student(s) in crisis with responses addressing primary issues and makes appropriate recommendations that address student needs with follow through by the social worker.	Social worker consistently promotes a positive culture and climate, assumes a leadership role in crisis intervention, engages in on-going risk assessments of student(s) in crisis with responses that yield an accurate reflection of the student('s)(s') status with follow through that reflects insight, tact, and strong knowledge of community resources.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>2c: Establishes and manages routines and procedures that follow the district referral process and uses time effectively.</b>	Social worker fails to establish routines and procedures, does not follow district referral procedures, and exercises poor judgment in setting priorities resulting in confusion and often missing deadlines.	Social worker inconsistently follows established routines and procedures, sometimes follows district referral procedures, and exercises moderate judgment in setting priorities resulting in sometimes missing deadlines.	Social worker consistently follows established routines and procedures, adheres to district referral procedures, and exercises appropriate judgment in setting priorities resulting in efficiently meeting deadlines.	Social worker always follows established routines and procedures, consistently adheres to district referral procedures, and exercises exemplary judgment in setting priorities and seamlessly meets deadlines. The social worker is a resource person to others to learn the referral procedures.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>2d: Collaborates with district staff, parents, community partners, and agencies to provide interventions for students.</b>	Social worker displays minimal effort to collaborate with district staff, parents, and the community partners, and agencies to develop effective interventions for students.	Social worker occasionally collaborates with district staff, parents, and the community partners, and agencies to develop effective interventions for students.	Social worker frequently collaborates with district staff, parents, and the community partners, and agencies to develop effective interventions for students.	Social worker skillfully and frequently collaborates with district staff, parents, and the community partners, and agencies to develop effective interventions for students and looks for new ways to improve collaborative efforts and applies such improvement strategies when identified.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>2e: Organizes physical office space (desk) for managing student evaluations, and storage of materials.</b>	Social worker's physical environment is in disarray and results in the inappropriate management of student evaluations.	Social worker attempts to create an inviting and well organized physical environment resulting in partially successful management of student evaluations.	Social worker's physical space is organized, inviting and conducive to the successful management of student evaluations.	Social worker's physical space is well organized, inviting and conducive to the efficient management of student evaluations. Social worker contributes and assists others in physical space arrangement.
<b>Evidence</b>				
<b>Recommendations</b>				
<b>Total Points for Domain 2</b>				
<b>Domain 2 Score = Total Points/20</b>				

Domain 3 for Social Workers  
Instruction/Delivery of Service

COMPONENT	LEVEL OF PERFORMANCE			
	3 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>3a: Demonstrates ability to communicate effectively with teachers, administrators, other school staff, families, and community agencies.</b>	Social worker fails to interact with or inappropriately engages with teachers, administrators, other school staff, families, and community agencies regarding students.	Social worker occasionally interacts with teachers, administrators, other school staff, families, and community agencies regarding students.	Social worker consistently interacts with teachers, administrators, other school staff, families, and community agencies regarding students. Social worker considers multiple aspects of the student's environment and implications on student achievement.	Social worker seamlessly and proactively interacts with teachers, administrators, other school staff, families, and community agencies regarding students. Social worker considers all aspects of the student's environment, as well as other factors that impact student achievement, and provides preventative interventions to help foster student success.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>3b: Assesses student's social emotional needs, completes social and behavioral assessments, and interprets data to make informed decisions in meetings and when creating or modifying student IEPs.</b>	Social worker fails to use data or uses data incorrectly to assess student's social, emotional, and behavioral needs, does not participate in meetings, and/or fails to create or modify student IEP's when deemed necessary.	Social worker attempts to use data or has minimal usage of data to assess student's social, emotional, and behavioral needs, rarely participates in meetings, and creates or makes general modifications to student IEP's when deemed necessary.	Social worker uses data accurately to assess student's social, emotional, and behavioral needs, actively participates in meetings, and creates or makes appropriate modifications to student IEP's when deemed necessary.	Social worker interprets and uses data clearly and concisely to assess student's social, emotional, and behavioral needs, often facilitates meetings, and creates and makes solid modifications to student IEP's in a culturally responsive manner when deemed necessary.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>3c: Implements interventions to maximize likelihood of student success.</b>	Social worker fails to implement interventions suitable for student(s), or the interventions are irrelevant to the presenting problems.	Social worker implements interventions for students that are partially suitable or partially aligned with identified needs.	Social worker implements interventions that are suitable and aligned with identified needs of students, consistently makes appropriate referrals, and collaborates with colleagues to monitor student success.	Social worker implements interventions for students that are comprehensive, finding ways to creatively meet student needs. Social worker serves a primary role in collaboration with colleagues to monitor student success.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>3d: Provides case management for students, consults with team members to monitor student progress and collaborates with external resources when appropriate.</b>	Social worker does not provide appropriate case management for students, fails to regularly consult with team members to monitor student progress, and does not collaborate with external resources when needed to meet student needs.	Social worker provides adequate case management for students, sometimes consults with team members to monitor student progress, and rarely collaborates with external resources when needed to meet student needs.	Social worker provides appropriate case management for students, consults with team members to monitor student progress, and frequently collaborates with external resources when needed to meet student needs.	Social worker exhibits leadership, provides excellent case management for students, initiates consultation with team members to monitor student progress, and seamlessly collaborates and works to maintain contact with external resources to meet student needs.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>3e: Demonstrates flexibility and responsiveness</b>	Social worker avoids or ignores input and/or requests from staff, students, and/or parent(s) and adheres to the plan or program, in spite of evidence of its inadequacy.	Social worker responds reluctantly to input and/or requests from staff, students, and/or parent(s) and makes modest changes to the plan or program when confronted with evidence of the need for change.	Social worker responds to input and/or requests from staff, students, and/or parent(s) and makes changes to the plan or program based on the diverse needs of the student(s) when confronted with evidence of the need for change.	Social worker readily and courteously seeks input and evidence from staff, students, and/or parents and makes changes to improve the plan or program based on the diverse needs of student(s).
<b>Evidence</b>				
<b>Recommendations</b>				
<b>Total Points for Domain 3</b>				
<b>Domain 2 Score = Total Points/20</b>				

Domain 4 for Social Workers  
Professional Responsibilities

COMPONENT	LEVEL OF PERFORMANCE			
	3 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>4a: Reflects on professional practice</b>	Social worker does not reflect on professional practice, or the reflections are inaccurate or self-serving.	Social worker's reflection on professional practice is moderately accurate and objective without citing specific examples of practice and with only general suggestions as to how it might be improved.	Social worker's reflection on professional practice is accurate and objective citing specific examples of practice and with specific suggestions as to how prevention and intervention efforts might be improved.	Social worker's reflection on professional practice is highly insightful and perceptive, citing specific examples and drawing on an extensive repertoire of alternative strategies outlining how prevention and intervention might be improved.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>4b: Maintains data-management system and records.</b>	Social worker's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Social worker's reports, records, and documentation are generally accurate but are occasionally late.	Social worker's reports, records, and documentation are accurate and are submitted in a timely manner.	Social worker's approach to record keeping is highly systematic and efficient and serves as a model for colleagues.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>4c: Communicates with teachers, administrators, and families</b>	Social worker makes no attempt to engage and/or is unavailable to teachers, administrators, and families for questions, planning and does not provide requested information or resources.	Social worker occasionally attempts to engage and/or is inconsistently available to teachers, administrators, and families, for questions, planning and providing requested information or resources.	Social worker attempts to engage and/or is consistently available to teachers, administrators, and families, for questions and planning, consistently providing requested information or resources.	Social worker initiates engagement and is always available to teachers, administrators, and families and is proactive in providing information about the student(s) through a variety of means.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>4d: Participates in a professional community</b>	Social worker's relationships with colleagues are negative, unprofessional or self-serving; and/or social worker avoids being involved in events and projects in schools to which his/her team is assigned.	Social worker's relationships with colleagues are cordial and professional; and social worker occasionally participates in mandatory events and projects in schools to which his/her team is assigned.	Social worker's relationships with colleagues are positive, professional and productive; and social worker regularly participates in events and projects in schools to which his/her team is assigned.	Social worker's relationships with colleagues are positive, professional and productive; and social worker assumes a leadership role in events and projects in schools to which his/her team is assigned.
<b>Evidence</b>				
<b>Recommendations</b>				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>4e: Engages in professional development</b>	Social worker does not participate in professional development activities even when such activities are clearly needed for the development of skills.	Social worker's participation in professional development activities is limited to those that are convenient or are required.	Social worker seeks out opportunities for professional development based on an individual assessment of need.	Social worker actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>Evidence</b>				
<b>Recommendations</b>				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
<b>4f: Shows professionalism, including integrity, advocacy, and maintaining confidentiality.</b>	Social worker displays dishonesty in interactions with colleagues, students, and families; and violates principles of confidentiality.	Social worker is honest in interactions with colleagues, students, and families; and does not violate confidentiality.	Social worker displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the families; advocating for students when needed.	Social worker can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocates for students; taking a leadership role with colleagues.
<b>Evidence</b>				
<b>Recommendations</b>				
<b>Total Points for Domain 4</b>				
<b>Domain 4 Score = Total Points/24</b>				

DOMAIN 1 SCORE	DOMAIN 2 SCORE	DOMAIN 3 SCORE	DOMAIN 4 SCORE	(add all scores) OBSERVATION SCORE



**TEACHER EVALUATION RUBRIC**

**FOR**

**Rosetta Stone Lab Teachers**

Board Approved March 21, 2016

## **Rosetta Stone Lab Teacher Rubric**

**Directions:** Each skill or attribute below should be rated according to the following scale. Please select the number in the rating box next to the item.

**INEFFECTIVE (1):** Teacher adheres to the program plan in spite of poor or lack of evidence.

**PARTIALLY EFFECTIVE (2):** Teacher attempts to respond to the program goals with moderate success.

**EFFECTIVE (3):** Teacher promotes success of program goals making minor adjustments as needed.

**HIGHLY EFFECTIVE (4):** Teacher seizes the opportunity to enhance program goals, building on spontaneous events  
And/or student interests, or successfully adjusts to address individual student needs. Students' contributions assist with program goals.

**ATTRIBUTE 1: The Rosetta Stone Lab Teacher is able to Plan and Prepare by:**

**1. Preparing to meet Student Needs**

Teacher prepares supports to anticipate students' challenges with technical device, misconceptions and confusions and develops multiple strategies to overcome them. Teacher provides support as needed to ensure understanding.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Evidence:</b>				
<b>Recommendations:</b>				

**2. Preparation of Materials**

Teacher ensures the use of effective devices for students to engage in the learning software. Teacher actively seeks support from the technology department to maintain all technical devices are in working order.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Evidence:</b>				
<b>Recommendations:</b>				

**3. Setting Goal and Reporting**

Teacher uses engaging strategies to set high student expectations, to encourage students to achieve program mastery. Actively plans for a "growth mindset", that students can and will achieve at high levels of performance. Teacher shares benchmarks with students, charts students' progress, and consistently refers student attention to projected goals. Students engage in goal setting strategies and self-assess their learning.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Evidence:</b>				
<b>Recommendations:</b>				

**4. Demonstrating Knowledge of Resources**

Teacher displays extensive knowledge of Rosetta Stone and other resources for classroom use for the expansion of his or her own knowledge and for students. Teacher displays extensive knowledge of resources through community, through professional organizations and universities, and on the Internet- for classroom use, for the expansion of his or her own knowledge, and for students.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Evidence:</b>				
<b>Recommendations:</b>				

**5. Distributing Interim and Summative Report Cards**

Teacher prepares and distributes interim and summative report cards to monitor all students' learning. Teacher is proactive in letting all students know about their progress with the software on a regular basis.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Evidence:</b>				
<b>Recommendations:</b>				

**Total Points: \_\_\_\_\_/20**

**ATTRIBUTE II: The Rosetta Stone Lab Teacher is able to Create a Positive Learning Environment by:**

**1. Creating a Student Mindset and Setting Expectations**

Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Evidence:</b>				
<b>Recommendations:</b>				

**2. Establishing a Culture for Learning**

The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Shows students exactly what's expected by posting benchmarks and rubrics. Students assume responsibility for their own learning by initiating procedural improvements, adding detail, and/or helping peers.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Evidence:</b>				
<b>Recommendations:</b>				

**3. Managing Classroom Procedures**

Instructional time is maximized because of efficient classroom routines and procedures. Teacher always presents information clearly and explicitly, with well-chosen examples and vivid and appropriate language. Routines are well understood and may be initiated by students. Students contribute to the management of instructional groups, transitions, and the handling of materials and technology devices.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Evidence:</b>				
<b>Recommendations:</b>				

**4. Managing Student Behavior**

Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity. Teachers' monitoring of student behavior is subtle and preventive. Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Evidence:</b>				
<b>Recommendations:</b>				

**5. Organizing Physical Space**

Teacher uses room arrangement, materials and displays to maximize student learning of software content. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. The classroom is safe, and learning is accessible to all students. Students contribute to the use or adaptation of the physical environment to advance learning.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Evidence:</b>				
<b>Recommendations:</b>				

**Total Points:** \_\_\_\_\_/20

**ATTRIBUTE III: The Rosetta Stone Lab Teacher is able to: Deliver Effective Service by:**

**1. Communicating with Students**

The teacher links the purpose of the program to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s spoken and written language is expressive. Students assist in explaining concepts to their classmates.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Evidence:</b>				
<b>Recommendations:</b>				

**2. Making Connections**

Teacher stresses importance of acquiring world language skills. Teacher consistently encourages students to internalize what they learn and apply it to real life situations. Teacher orchestrates highly effective strategies, activities and grouping to involve and motivate students. Students contribute to class by making connections of what they learn to real life situations.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Evidence:</b>				
<b>Recommendations:</b>				

**3. Engaging Students in Learning**

Teacher motivates students, engages them in learning, and encourages them to be active learners and problem-solvers. Students seek opportunities to engage in learning on their own and share with peers.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Evidence:</b>				
<b>Recommendations:</b>				

#### 4. Monitoring

Monitoring of student learning is appropriate. Teacher provides accurate and specific feedback that advances learning. Students self-assess and monitor their progress.	1	2	3	4
<b>Evidence:</b>				
<b>Recommendations:</b>				

#### 5. Demonstrating Flexibility and Responsiveness

Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help. Teacher shows warmth, caring, respect, and fairness for all students. Students are flexible and receptive to teacher and peers.	1	2	3	4
<b>Evidence:</b>				
<b>Recommendations:</b>				

Total Points: \_\_\_\_\_/20



**ATTRIBUTE IV: The Rosetta Stone Lab Teacher is able to demonstrate Professional Responsibilities by:**

**1. Reflecting on Practice**

Rosetta Stone Lab Teacher’s reflection is highly accurate and perceptive, citing specific examples. Rosetta Stone Lab Teacher draws on an extensive repertoire to suggest alternative strategies and their likely success.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Evidence:</b>				
<b>Recommendations:</b>				

**2. Maintaining Accurate Records**

Teacher effectively maintains student records. Teacher has multiple methods of maintaining records. Teacher analyzes/chart data, draws conclusions, and leverages student growth.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Evidence:</b>				
<b>Recommendations:</b>				

**3. Communicating with Families**

Teacher’s communication with families is professional, frequent and culturally sensitive. Teacher’s efforts to engage families in the program are frequent and successful. Teachers use multiple methods of communicating with families.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Evidence:</b>				
<b>Recommendations:</b>				

**4. Participating in a Professional Community**

Teacher's relationships with colleagues are characterized by mutual support and cooperation. Teacher volunteers to participate in school events and district projects. Teacher makes a substantial contribution in at least one aspect of school or district life.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Evidence:</b>				
<b>Recommendations:</b>				

**5. Growing and Developing Professionally**

Teacher seeks out opportunities for professional development. Teacher shares professional development information with colleagues. Teacher seeks out feedback on performance from administrators and/or colleagues. Teacher initiates important activities that contribute to the profession.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Evidence:</b>				
<b>Recommendations:</b>				

**6. Showing Professionalism**

Teacher exhibits the highest standards of honesty, integrity, and confidentiality. Teacher complies fully with school and district regulations. Teacher decisions are based on the highest professional standards. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students are honored in the school. Teacher is highly proactive in serving students and seeks out resources when needed.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Evidence:</b>				
<b>Recommendations:</b>				

**Total Points:** \_\_\_\_\_/24

**RS LAB TEACHER TOTAL OBSERVATION SCORE**

ATTRIBUTE I TOTAL SCORE	ATTRIBUTE II TOTAL SCORE	ATTRIBUTE III TOTAL SCORE	ATTRIBUTE IV TOTAL SCORE	(ADD TOTAL SCORE FOR EACH ATTRIBUTE) OBSERVATION SCORE TOTAL

**TRENTON PUBLIC SCHOOLS**

**TRENTON, NEW JERSEY**

**POST-OBSERVATION FORM**

**TEACHER:** \_\_\_\_\_ **PRINCIPAL:** \_\_\_\_\_

**GRADE/SUBJECT:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_

**OBSERVER:** \_\_\_\_\_ **OBSERVER:** \_\_\_\_\_

Rating Scale:	Score	Observation # _____
Domain 1: Planning and Preparation		Announced _____ Unannounced _____
Domain 2: The Classroom Environment		Pre-Conference Date _____
Domain 3: Instruction		Observation Date _____
Domain 4: Professional Responsibilities		Post-Conference Date _____
Observation Score:		

**LESSON SUMMARY:** Briefly discuss the items that are reviewed during the post-observation.

\_\_\_\_\_  
PRINCIPAL'S SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
TEACHER'S SIGNATURE

\_\_\_\_\_  
DATE

\*Signature of teacher indicates receipt of evaluation and does not indicate approval or disapproval.

\*[ ] Teacher rebuttal to follow.

**TRENTON PUBLIC SCHOOLS**

**TRENTON, NEW JERSEY**

POST-CONFERENCE

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Observer: \_\_\_\_\_ Observer: \_\_\_\_\_

OBSERVATION DATE:
LESSON OBSERVED:
OBSERVER COMMENTS:
TEACHER COMMENTS:
SUGGESTIONS FOR TEACHER:
<b>MUTUALLY AGREED SUPPORT ACTIVITIES</b>
SUPPORT TO BE PROVIDED BY PRINCIPAL/SUPERVISOR:



TRENTON PUBLIC SCHOOLS

TRENTON, NEW JERSEY

## ANNUAL TEACHER EVALUATION PACKET

TEACHER: \_\_\_\_\_

PRINCIPAL: \_\_\_\_\_

DATE: \_\_\_\_\_

**ANNUAL TEACHER EVALUATION PACKET**

TEACHER: \_\_\_\_\_ Date of Hire \_\_\_\_\_

POSITION: \_\_\_\_\_  Non-Tenured

SCHOOL/DEPARTMENT: \_\_\_\_\_  1<sup>st</sup> Year

PRINCIPAL/EVALUATOR: \_\_\_\_\_  2<sup>nd</sup> Year

POSITION: \_\_\_\_\_  3<sup>rd</sup> Year

DATE: \_\_\_\_\_  4<sup>th</sup> Year

Tenured

Attached are documents as checked below:

- Final Evaluation Form
  - Copy of the Professional Improvement Plan (PIP)
  - Copies of Observation/Conference Form/s
1. Date \_\_\_\_\_ 3. Date \_\_\_\_\_
2. Date \_\_\_\_\_ 4. Date \_\_\_\_\_

This cover sheet and attachments are to be submitted to the Trenton Public Schools Personnel Office NO LATER THAN APRIL 30TH!

**SUMMATIVE EVALUATION FORM**

TEACHER: \_\_\_\_\_ PRINCIPAL: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

EVALUATOR: \_\_\_\_\_ POSITION: \_\_\_\_\_

**EVALUATOR'S COMMENTS:**

A) **TEACHER EVALUATION - AREAS OF STRENGTH/COMMENDATIONS/EXCEPTIONAL ACCOMPLISHMENTS**

B) **PIP - AREAS OF GROWTH AS IDENTIFIED**

C) **SGP – Student Growth Percentile (for tested areas only)**

D) **Mutually Agreed Upon SGO I – (Student Growth Objective I)**

E) **Mutually Agreed Upon SGO II – (Student Growth Objective II – for non-tested areas)**

F) **AREAS OF WEAKNESSES**

G) **RECOMMENDATIONS AND/OR ACTION PLAN**