Marion Community Unit School District #2

Classroom Teacher's Evaluation Instrument

Teaching Tomorrows Leader's Today!

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Implementation and Support

Each year teachers[1], evaluators, and mentors (where applicable) will participate in timely professional development that addresses events within the evaluation process. These sessions will ensure a strong implementation that meets the needs of all stakeholders.

Glossary of Terms

Professional Development Plan (PDP): Pursuant to the *Illinois School Code*, any tenured teacher who receives a summative rating of "Needs Improvement" must be placed on a Professional Development Plan ("PDP") within 30 schools days after completion of the "Needs Improvement" evaluation rating. The PDP must be developed by the evaluator in consultation with the tenured teacher who received the "Needs Improvement" rating and it must take in account that teacher's ongoing professional responsibilities including his or her regular teaching assignment. Also, any tenured teacher who receives a summative rating of "Needs Improvement" must be evaluated again in the school year following the rating regardless of whether they successfully completed the PDP. There is a model template for Marion's PDP. However, the final form and content of the PDP will be developed by the evaluator in consultation with the tenured teacher subject to the PDP.

Formal Teacher Pre-Observation Form: This form is designed for teachers to provide information to evaluators in advance of a formal observation. The teacher indicates any important information about the lesson as well as the class and anything else he/she wants the evaluator to know in advance. This form is filled out by the teacher in advance of and used for discussion during the Pre-Observation Conference.

Observation Log: This log confirms evaluator and the Peer Observer (when applicable) participation in a formal or informal observation. *The evaluator or Peer Observer should fill in all fields and ensure that the teacher confirms participation by signing.*

Informal Observation Form: A Peer Observer or evaluator may use this form during an informal observation. Teachers should receive feedback within seven (7) school days of their informal observation. For details regarding informal observations, please see the *Teacher Evaluation Guidebook*.

Formal Observation Form: The evaluator should use this form during a formal observation. Teachers should receive feedback within seven (7) school days of their formal observation. This feedback will be captured in a copy of the completed formal observation form and additional documents if the evaluator deems necessary. These documents are prepared by the evaluator and should also be shared through conversation between the evaluator and teacher. For details regarding formal observations, please see the *Teacher Evaluation Guidebook*.

Teacher Post-Observation Form (Optional): The post-observation form is completed by the teacher and helps the teacher reflect on the observation. This form may be completed in advance of the Post-Observation Conference to guide discussion during the conference. Feedback from the evaluator regarding the observation must be provided in writing to the teacher during the Post Observation Conference.

Guidelines for Remediation Plan: This form is only used if a tenured teacher receives a summative evaluation rating of "Unsatisfactory" or receives a rating of "Unsatisfactory" upon completion of a Professional Development Plan (PDP). If this should happen, the remediation plan should be drafted within 30 school days of a teacher or specialist's receipt of the "Unsatisfactory" rating, attached to the remediation form, and submitted to appropriate personnel. For further details regarding Formal Remediation Plans for tenured

teachers, please see the *Teacher Evaluation Guidebook*. Remediation plans will be developed and completed pursuant to the *Illinois School Code* and its regulations.

Summative Rating/End of Year Conference (EYC) Forms: These forms are completed by the evaluator and are to be jointly reviewed by the teacher and evaluator during the End-of-Year Conference. Once the process is completed the teacher will be provided a signed copy of the forms. The Summative Rating Form is to be based on objective data collected over the course of the evaluation cycle using Marion's Operating Principles as defined within the *Teacher Evaluation Guidebook*. The End of Year Conference form is to be completed along with the Summative Rating form and is designed to help evaluators identify that teacher's strengths and areas of weakness and includes a comments section for the evaluator to provide supporting reasons for the cited strengths and weaknesses. Both forms should be completed prior to the EYC. The EYC should focus on the final teacher self-assessment, progress made towards professional development goals, identifying strengths and growth areas and the final summative rating.

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[1]Please note that the term "teacher" as used within this document is intended to include all certified staff that will be evaluated pursuant to this Plan including the District's certified specialists.

Professional Development Plan – Domain 2 or 3 (PDP)

Teacher's Name:

Overall Goal: *Identify a professional growth goal(s)l from Domain 2 or 3 below.* *Include how you will know that your goal has been achieved.* Identify component goal. _____ **Action Step:** *2*	Action Steps and Data: *Include detailed steps and the data you will use to determine whether each benchmark is met.*				
	Action Step: *1*	Beginning of cycle benchmark __/__/__ Data:	Mid-cycle benchmark __/__/__ Data:	End of Cycle benchmark __/__/__ Data:	**Evidence of Achievement:** How do you know that your goal has been met?
		__/__/__ Data:	__/__/__ Data:	__/__/__ Data:	

Professional Development Plan – Domain 1 or 4 (PDP)

Teacher's Name:

Overall Goal: *Identify a professional growth goal(s from **Domain 2 or 3** below. Include how you will know that your goal has been achieved.* Identify component goal. _____	Action Steps and Data: *Include detailed steps and the data you will use to determine whether each benchmark is met.*				
	Action Step: *1*	Beginning of cycle Benchmark __/__/__	Mid-cycle benchmark __/__/__	End of cycle benchmark __/__/__	**Evidence of Achievement**: How do you know that your goal has been met?
		Data:	Data:	Data:	
	Action Step: *2*	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	

Formal Pre-Observation Form for Teachers

The teacher should complete this form and attach a filled in Formal Observation Lesson Plan Template three (3) school days prior to the pre-observation conference for formal observations.

Name Of Teacher:	
School:	
Grade Level/Subject(s):	
Name Of Observer:	
Date of Pre-Observation Conference:	
Date or Window of Time of Scheduled Classroom Observation:	

Evidence may be gathered in all components in domains 2 and 3. However, there might be specific components where additional feedback is requested. Which specific components within domains 2 and 3 would you like the observer to pay special attention to during the lesson?

Component Focus:	*Domain2:_____Domain3:_____*

 Interview Protocol for the Pre-Observation Conference: In preparation for your formal observation, please answer the questions below and attach the appropriate lesson plan and any other requested material.

1) What learning objectives or standards are you covering at this time?

2) How will you know if students are mastering/have mastered the objectives?

3) Is there anything you would like me to know about this class in particular?

4) Are there any skills or new practices you have been working on that I should look for?

Observation Log

This form should be completed as an on-going document each time the teacher and observer meet. A signed and dated copy will be given to the teacher after each conference.

Teacher_____   School Year_____

Type of Observation *(Formal or Informal)*	Dates of observation and conferences (pre and post)	Observer Signature	Teacher Signature
	__/__/__ __/__/__ __/__/__		
Lesson Summary:			
	__/__/__ __/__/__ __/__/__		
Lesson Summary:			
	__/__/__ __/__/__ __/__/__		
Lesson Summary:			
	__/__/__ __/__/__ __/__/__		
Lesson Summary:			
	__/__/__ __/__/__ __/__/__		
Lesson Summary:			

Informal Observation Form for Teachers

This form should be used to collect evidence during an informal observation.

NOTE: *It is not expected that every competency to observed during every observation. All data during an observation will add to a pool of evidence. A copy of the forms used for the informal observation will be given to the teacher after they are completed. Teachers will receive a copy of this form within seven (7) days of the observation.*

Teacher's Name: _____   **Date _____**

Subject:_____   **Time _____**

DOMAIN 2: Classroom Environment	DOMAIN: 3 Instruction
2a. Creating an Environment of Respect and Rapport:	**3a. Communicating with students:**
2b. Establishing a Culture for Learning:	**3b. Using Questioning and Discussion Techniques:**
2c. Managing Classroom Procedures:	**3c. Engaging Students in Learning:**
2d. Managing Student Behavior:	**3d. Using Assessment in Instruction:**
2e. Organizing Physical Space:	**3e. Demonstrating Flexibility and Responsiveness**
Additional Comments:	

Observer's Signature _____

Post Observation Form for Teachers (Optional)

This form is created to help you prepare for our post-observation conversation and will not be collected by your evaluator.

Name of Teacher:	
School:	
Grade Level/Subject(s)	
Name of Observer:	
Date of Post-Observation Conference:	
Date of Scheduled Classroom Observation:	

1) What are the strengths and weaknesses of your lesson?

2) Did you accomplish all that you wanted to in terms of students mastering the objective of the lesson? If not, why do you think it did not go as planned?

3) If you were to teach this lesson again, what would you do differently?

4) Did the results of this lesson influence or change your planning for future lessons?

Guidelines for Remediation Plan

This form indicates that a tenured teacher has received a summative evaluation rating of "Unsatisfactory."

Teacher Name:_____   Date _____/_____/_____

Date of Most recent Summative Evaluation: _____/_____/_____

Directions: Within thirty (30) school days of receiving a summative evaluation rating of "Unsatisfactory", the tenured teacher, administrator, and assigned consulting teacher and union representative will meet to complete this form due to their status as participants in the remediation process. The evaluator and the consulting teacher will then work together to develop the Remediation Plan for the ninety (90) school day remediation period.

Remediation Goals and Timeline: Areas for improvement should be identified from the Framework based on the final component ratings in the summative evaluation. The dates by which goals are met should fall within the ninety (90) school day remediation period.

Applicable Forms for Remediation: In addition to the remediation plan, the following documents will be used during the remediation period: informal observation form, formal observation form, and for mid-point and final evaluation the Summative Rating/Evaluation Conference form will be used.

Consulting Teacher: The consulting teacher must have at least five (5) years of teaching experience as well as a most recent summative evaluation rating of Excellent. The teacher must have some reasonable familiarity with the assignment of the teacher being remediated.

Assigned Consulting Teacher Name: _____

Evaluator: The Evaluator must perform a mid-point and final evaluation of the teacher during the 90 school day remediation period.

Assigned Evaluator: _____

Tentative Date of Mid-Point Observation: _____/_____/_____

Tentative Date of Final Observation: _____/_____/_____

Tentative Date of Final Evaluation (90 days from start date): _____/_____/_____

Summative Rating Conference Information

The evaluator should complete these forms prior to the final conference. The evaluator should use all objective evidence collected, which will include: documentation from formal observations, informal observations, conferencing, and any additional evidence the teacher has presented or the evaluator deems necessary. The evaluator should gather as much evidence as possible before making any conclusions.

The evaluator will follow the process below to complete the scoring table:

1) **Gather and assess evidence for each component.** At the end of the observation cycle the assigned evaluator will assess all the evidence available for a given teacher to determine component ratings in each of the 21 components using the Marion Framework for Teaching. The evaluator must use professional judgment to make responsible decision sing as many data points as possible gathered during the year.

2) **Use component ratings to establish domain ratings.** To compile component ratings into four domain ratings, evaluators will use the following operating principles as established by the evaluation committee.

> **Excellent:** A teacher should receive a domain rating of *Excellent* if the teacher has received *Excellent* ratings in at least half of the components of the domain, with the remaining components rated no lower than *Proficient*.
> **Proficient:** A teacher should receive a domain rating of *Proficient* if the teacher received no more than one component rated *Needs Improvement*, with the remaining components rated *Proficient* or *Excellent*.
> **Needs Improvement:** A teacher should receive a domain rating of *Needs Improvement* if the teacher received one *Unsatisfactory* component rating or more than one *Needs Improvement* component rating.
> **Unsatisfactory:** A teacher should receive a domain rating of *Unsatisfactory* if more than one component is rated *Unsatisfactory*.

3) **Use domain ratings to establish a final teacher practice rating.** To compile domain ratings into one final teacher practice rating, evaluators will use the following operating principles as established by the evaluation committee.

> **Excellent:** A teacher should receive a final teacher practice rating of *Excellent* at least half of (or two of) the domains, with the remaining domains rated no lower than *Proficient*.
> **Proficient:** A teacher should receive a final teacher practice rating of *Proficient* if no more than one domain was rated *Needs Improvement*, with the remaining domains rated at *Proficient* or *Excellent*.
> **Needs Improvement:** A teacher should receive a final teacher practice rating of *Needs Improvement* if one domain is rated *Unsatisfactory* or more than one domain is rated *Needs Improvement.*
> **Unsatisfactory:** A teacher should receive a final practice rating of *Unsatisfactory* if more than one component is rated *Unsatisfactory*.

Summative Rating Conference Form for Teachers

	Unsatisfactory	Needs Improvement	Proficient	Excellent
Name of Teacher:_____ Name of Evaluator:_____ Date of Evaluation:_____/_____/_____				
DOMAIN 1: Planning and Preparation				
1a: Demonstrating knowledge of content and pedagogy				
1b: Demonstrating knowledge of students				
1c: Setting instructional outcomes				
1d: Demonstrating Knowledge of resources				
1e: Designing coherent instruction				
1f: Designing students assessment				
Overall rating for DOMAIN 1				
DOMAIN 2: Classroom Environment				
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for learning				
2c: Managing classroom procedures				
2d: Managing student behavior				
2e: Organizing physical space				
Overall rating for DOMAIN 2				
DOMAIN 3 Instruction				
3a: Communicating with students				
3b: Using questioning and discussion techniques				
3c: Engaging students in learning				
3d: Using assessment in instruction				
3e: Demonstrating flexibility and responsiveness				
Overall rating for DOMAIN 3				
DOMAIN 4: Professional Responsibilities				
4a: Reflecting on teaching				
4b. Maintaining accurate records				
4c: Communicating with families				
4d: Participating in a professional community				
4e: Growing and developing professionally				
4f: Showing professionalism				
Overall rating for DOMAIN 4				

SUMMATIVE RATING: _____

Note: The signature of the evaluator and teacher verifies that the report has been reviewed. The employee has the right to submit comments and/or a rebuttal about this report. It is recommended the teacher do this by the end of the year.

Teacher Signature & Date_____ Evaluator Signature & Date _____

	Unsatisfactory	Needs Improvement	Proficient	Excellent
Name of Teacher:_____ **Name of Evaluator:**_____ **Date of Evaluation:**_____/_____/_____				
DOMAIN 1: Planning and Preparation				
1a: Demonstrating knowledge of counseling theory and techniques appropriate to the setting and the students served				
1b: Demonstrating knowledge of child and adolescent development				
1c: Establishing goals for the counseling program appropriate to the setting and the students served				
1d: Demonstrating knowledge of applicable regulations and of resources both within and beyond the school and district				
1e: Planning the counseling program, integrated with the regular school program				
1f: Developing a plan to evaluate the counseling program				
Overall rating for DOMAIN 1				
DOMAIN 2: Classroom Environment				
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for productive communication				
2c: Managing routines and procedures				
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school				
2e: Organizing physical space				
Overall rating for DOMAIN 2				
DOMAIN 3 Instruction				
3a: Assessing student needs				
3b: Assisting students and teachers in the formulation of academic, personal/social, and/or career plans, based on knowledge of student needs				
3c: Using counseling techniques in individual and classroom programs				
3d: Brokering resources to meet needs				
3e: Demonstrating flexibility and responsiveness				
Overall rating for DOMAIN 3				
DOMAIN 4: Professional Responsibilities				
4a: Reflecting on practice				
4b: Maintaining records and submitting them in a timely fashion				
4c: Communicating with families				
4d: Participating in a professional community				
4e: Engaging in professional development				
4f: Showing professionalism				
Overall rating for DOMAIN 4				

SUMMATIVE RATING: _____

Note: The signature of the evaluator and teacher verifies that the report has been reviewed. The employee has the right to submit comments and/or a rebuttal about this report. It is recommended the teacher do this by the end of the year.

Teacher Signature & Date_____ **Evaluator Signature & Date** _____

	Unsatisfactory	Needs Improvement	Proficient	Excellent
Name of Teacher:_____ Name of Evaluator:_____ Date of Evaluation:_____/_____/_____				
DOMAIN 1: Planning and Preparation				
1a: Demonstrating knowledge of current trends in literature, library/media practice, and information technology				
1b: Demonstrating knowledge of the school's program and student information needs within that program				
1c: Establishing goals for the library/media program appropriate to the setting and the students served				
1d: Demonstrating Knowledge of resources, both within and beyond the school and district				
1e: Planning the library/media program to be integrated with the overall school program				
1f: Developing a plan to evaluate the library/media program				
Overall rating for DOMAIN 1				
DOMAIN 2: Classroom Environment				
2a: Creating an environment of respect and rapport with faculty, staff, and students				
2b: Establishing a culture for investigation and love of literature				
2c: Establishing and maintaining library procedures				
2d: Managing student behavior				
2e: Organizing physical space to enable smooth flow				
Overall rating for DOMAIN 2				
DOMAIN 3 Instruction				
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations				
3b: Collaborating with teachers in the design of instructional units and lessons				
3c: Assisting students and teachers in the use of technology				
3d: Demonstrating flexibility and responsiveness				
Overall rating for DOMAIN 3				
DOMAIN 4: Professional Responsibilities				
4a: Reflecting on practice				
4b: Communicating with the larger community				
4c: Participating in a professional community				
4d: Engaging in professional development				
4e: Showing professionalism				
Overall rating for DOMAIN 4				

SUMMATIVE RATING: _____

Note: The signature of the evaluator and teacher verifies that the report has been reviewed. The employee has the right to submit comments and/or a rebuttal about this report. It is recommended the teacher do this by the end of the year.

Teacher Signature & Date_____ Evaluator Signature & Date _____

	Unsatisfactory	Needs Improvement	Proficient	Excellent
Name of Teacher:_____ Name of Evaluator:_____ Date of Evaluation:_____/_____/_____				
DOMAIN 1: Planning and Preparation				
1a: Demonstrating knowledge of the Specialist's program, including current trends				
1b: Establishing goals for the instructional or student support program appropriate to the setting				
1c: Demonstrating knowledge of resources, both within and beyond the school and district				
1d: Planning the instructional or student support program integrated with the overall school program				
1e: Developing a plan to evaluate the instructional or student support program				
1f: Designing students assessments				
Overall rating for DOMAIN 1				
DOMAIN 2: Classroom Environment				
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for instructional improvement				
2c: Establishes communication procedures				
2d: Establishing and maintaining norms of behavior for professional interactions				
2e: Organizing physical space for professional learning				
Overall rating for DOMAIN 2				
DOMAIN 3 Instruction				
3a: Collaborating with teachers				
3b: Sharing expertise with staff				
3c: Engaging teachers in professional learning				
3d: Locating resources to support professional learning				
3e: Demonstrating flexibility and responsiveness				
Overall rating for DOMAIN 3				
DOMAIN 4: Professional Responsibilities				
4a: Reflecting on practice				
4b: Coordinating work with other instructional specialists				
4c: Participating in a professional community				
4d: Engages in professional development				
4e: Showing professionalism including integrity & confidentiality				
Overall rating for DOMAIN 4				

SUMMATIVE RATING: _____

Note: The signature of the evaluator and teacher verifies that the report has been reviewed. The employee has the right to submit comments and/or a rebuttal about this report. It is recommended the teacher do this by the end of the year.

Teacher Signature & Date_____ Evaluator Signature & Date _____

Use the teacher's observation data to explain that teacher's accomplishments (or strengths) and growth areas (or weaknesses).   Use the strengths and weaknesses to make recommendations for improvement. When identifying strengths and weaknesses, the evaluator should cite the applicable domain section being identified. The evaluator will provide supporting evidence for the identification of teacher's strengths and weaknesses especially with respect to teachers receiving a "Needs Improvement" or "Unsatisfactory" in any Domain.

Teacher Name: _____ Date: _____/_____/_____

Accomplishments (strengths):	Growth Areas (weaknesses):	Recommendations for Improvement

Note: The signature of the evaluator and teacher verifies that the report has been reviewed. The employee has the right to submit comments and/or rebuttal about this report. It is recommended the teacher do this by the end of the year.

CC: Personnel File

Formal Observation Form for Teachers: Classroom Observation Form (Domains 2 and 3)
Note: It is not expected that every competency be observed during every observation. This form may be used for formal observations. All data collected during an observation will add to a pool of evidence.

Teacher: _____ School Year: _____

Domain 2: The Classroom Environment Level of Performance Rubric for Teachers				
Component	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
2a **Creating an Environment of Respect and Rapport**	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. Teacher does not deal with disrespectful behavior.	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. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Inter-actions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	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. The net result of interactions is that of connections with students as individuals.
Evidence				
2b **Establishing a Culture for Learning**	The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. 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. 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.	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. The teacher conveys that with hard work stu-dents can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	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. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.
Evidence				

Domain 2: The Classroom Environment
Level of Performance Rubric for Teachers (cont.)

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

Domain 2: The Classroom Environment
Level of Performance Rubric for Teachers (cont.)

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2e **Organizing Physical Space**	The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the les- son activities and the arrangement of furniture and resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessi- ble to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Evidence

Domain 3: Instruction
Level of Performance Rubric for Teachers

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

Domain 3: Instruction
Level of Performance Rubric for Teachers (cont.)

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3c **Engaging Students in Learning**	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional out- comes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	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. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	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. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Evidence				
3d **Using Assessment in Instruction**	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. 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. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	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. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.
Evidence				

Domain 3: Instruction
Level of Performance Rubric for Teachers (cont.)

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3e Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	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. 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.

Evidence

Formal Observation Form for Teachers (Domains 1 and 4)

Teacher: _____ School Year: _____

Domain 1: Planning and Preparation Level of Performance Rubric for Teachers				
Component	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
1a Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. 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. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. .
Evidence				
1b Demonstrating Knowledge of Students	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.	Teacher indicates the importance of under-standing 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.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. 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.	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.
Evidence				

Domain 1: Planning and Preparation
Level of Performance Rubric for Teachers (cont.)

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1c **Setting Instructional Outcomes**	Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students. .
Evidence				
1d **Demonstrating Knowledge of Resources**	Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	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.	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.	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.
Evidence				

Domain 1: Planning and Preparation
Level of Performance Rubric for Teachers (cont.)

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. 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.	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. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	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. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. .
Evidence				
1f Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	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. Assessment methodologies have been adapted for individual students, as needed. 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.
Evidence				

Formal Observation Form for Teachers (Continued)

Domain 4: Professional Responsibilities
Level of Performance Rubric for Teachers

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a **Reflection on Teaching**	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	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. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional out- comes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Evidence				
4b **Maintaining Accurate Records**	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records, suitable to the school, situation and age of students.
Evidence				

Domain 4: Professional Responsibilities
Level of Performance Rubric for Teachers (cont.)

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

Domain 4: Professional Responsibilities
Level of Performance Rubric for Teachers (cont.)

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

School Counselors – Domain 1

Domain 1: Planning and Preparation
Level of Performance Rubric for School Counselors

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a **Demonstrating knowledge of counseling theory and techniques appropriate to the setting and the students served**	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.
Evidence				
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 developmental 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.
Evidence				
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.
Evidence				

Domain 1: Planning and Preparation
Level of Performance Rubric for School Counselors (cont.)

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1d **Demonstrating knowledge of applicable regulations and of resources both within and beyond the school and district**	Counselor demonstrates little or no knowledge of applicable regulations and of resources for students available through the school or district.	Counselor displays awareness of applicable regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of applicable 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 applicable regulations and of resources for students is extensive, including those available through the school or district and in the community.
Evidence				
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 plans 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.
Evidence				
1f **Developing a plan to evaluate the counseling program**	Counselor has no plan to evaluate the program or resists suggestions that such 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.
Evidence				

School Counselors – Domain 2

Domain 2: The Classroom Environment
Level of Performance Rubric for School Counselors

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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.
Evidence				
2b Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
Evidence				
2c Managing routines and procedures	Counselor's routines for the counseling center and/or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center and/or classroom.	Counselor's routines for the counseling center and/or classroom work effectively.	Counselor's routines for the counseling center and/or classroom are seamless, and students assist in maintaining them.
Evidence				

Domain 2: The Classroom Environment
Level of Performance Rubric for School Counselors (cont.)

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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.
Evidence				
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.
Evidence				

School Counselors – Domain 3

Domain 3: Delivery of Service
Level of Performance Rubric for School Counselors

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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 students needs and knows the range of students needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
Evidence				
3b **Assisting students and teachers in the formulation of academic, personal/social, and/or 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/or career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and/or career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and/or career plans.
Evidence				
3c **Using counseling techniques in individual and classroom programs**	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
Evidence				

Domain 3: Delivery of Service
Level of Performance Rubric for School Counselors (cont.)

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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.
Evidence				
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 make changes as needed in response to student, parent, or teacher input.
Evidence				

School Counselors – Domain 4

Domain 4: Professional Responsibilities
Level of Performance Rubric for School Counselors

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a **Reflecting on practice**	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
Evidence				
4b **Maintaining records and submitting them in a timely fashion**	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systemic and efficient and serves as a model for colleagues in other schools.
Evidence				
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.
Evidence				

School Counselors – Domain 4

Domain 4: Professional Responsibilities
Level of Performance Rubric for School Counselors

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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.
Evidence				
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.
Evidence				
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.
Evidence				

Library/Media Specialists – Domain 1

Domain 1: Planning and Preparation
Level of Performance Rubric for Library/Media Specialists

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a Demonstrating knowledge of current trends in literature, library/media practice, and information technology	Library/media specialist demonstrates no knowledge of current trends in literature, library/media practice, and information technology. .	Library/media specialist demonstrates limited knowledge of current trends in literature, library/media practice, and information technology.	Library/media specialist demonstrates thorough knowledge of current trends in literature, library/media practice, and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates thorough understanding of literature and current trends in information technology.
Evidence				
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 students' needs for information skills within those standards.	Library/media Specialist takes a leadership role within the school and articulates the needs of students for information skills within the school's academic program.
Evidence				
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 library/media program or those goals are inappropriate for either the situation in the school or the age of the students.	Library/media specialist's goals for the library/media program are rudimentary and are partially suitable for the situation in the school and the age of the students.	Library/media specialist's goals for the library program are clear and appropriate for the situation in the school and age of the students.	Library/media Specialist's goals for the library/media program are highly appropriate for the situation in the school and ages of the students and have been developed following consultations with colleagues.
Evidence				

Domain 1: Planning and Preparation
Level of Performance Rubric for Library/Media Specialists (cont.)

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1d **Demonstrating knowledge of resources, both within and beyond the school and district.**	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 very knowledgeable 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				
1e **Planning the library/media program to be 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, in consultation with teachers, and work in maintaining and extending the collection, and has been developed following consultation with teachers.
Evidence				
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 organized around clear goals, which are supported by sources of evidence, and a clear path towards improving the program on an ongoing basis.
Evidence				

Library/Media Specialists – Domain 2

Domain 2: The Environment
Level of Performance Rubric for Library/Media Specialists

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a Creating an environment of respect and rapport with faculty, staff, and students	Interactions between the library/media specialist, faculty, staff, and students are negative or inappropriate and are characterized by sarcasm, put-downs, or conflict.	Interactions between the library/media specialist, faculty, staff, and students are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness.	Interactions between the library/media specialist, faculty, staff, and students are respectful and sensitive.	Interactions between the library/media specialist, faculty, staff, and students are polite and respectful, and positively affect student growth.
Evidence				
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 is indifferent about conveying to students the worth of seeking information and reading literature.	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				

Domain 2: The Environment
Level of Performance Rubric for Library/Media Specialists (cont.)

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2c Establishing and maintaining library procedures	Library routines and procedures, e.g. for circulation of materials, working on computers, independent work are either nonexistent or inefficient, resulting in general confusion. Library assistants, where relevant, are confused to their role.	Library routines and procedures, e.g. for circulation of materials, working on computers, independent work have been established but function sporadically. Efforts to establish guidelines for library assistants, where relevant, are partially successful.	Library routines and procedures, e.g. for circulation of materials, working on computers, independent work have been established and function smoothly. Library assistants, where relevant, are clear as to their role.	Library routines and procedures, e.g. 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, where relevant, work independently and contribute to the success of the media center.
Evidence				
2d Managing student behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear to students, 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 monitor their own and their peers behavior correcting one another respectfully. Students take an active role in monitoring the standards of behavior.
Evidence				
2e Organizing physical space to enable smooth flow	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media Specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.
Evidence				

Library/Media Specialists – Domain 3

Domain 3: Delivery of Service
Level of Performance Rubric for Library/Media Specialists

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a **Maintaining and extending the library collection in accordance with the school's needs and within budget limitations**	Library/media specialist fails to adhere to 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 professional guidelines in selecting materials, purge the collection periodically, and to establish balance.	Library/media specialist adheres to 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				
3b **Collaborating with teachers in the design of instructional units and lessons**	Library/media specialist does not 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.
Evidence				

Domain 3: Delivery of Service
Level of Performance Rubric for Library/Media Specialists (cont.)

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3c **Assisting students and teachers in the use of technology**	Library/media specialist does not assist students and teachers in the use of technology suitable to the situation in the school and the age of the students.	Library/media specialist assists students and teachers in the use of technology when specifically asked to do so suitable to the situation in the school and the age of the students.	Library/media specialist initiates sessions to assist students and teachers in the use of technology suitable to the situation in the school and the age of the students.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology suitable to the situation in the school and the age of the students. .
Evidence				
3d **Demonstrating flexibility and responsiveness**	Library/media specialist adheres to the program, 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 it is needed.	Library/media specialist is continually seeking ways to improve the library/media program, and makes changes as needed in response to student and teacher input.
Evidence				

Library/Media Specialists – Domain 4

Domain 4: Professional Responsibilities
Level of Performance Rubric for Library/Media Specialists

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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				
4b **Communicating with the larger community**	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
Evidence				

Library/Media Specialists – Domain 4

Domain 4: Professional Responsibilities
Level of Performance Rubric for Library/Media Specialists

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4c **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				
4d **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 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				
4e **Showing professionalism**	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public.	Library/media specialist is honest in interactions with colleagues, students, and the public.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues.
Evidence				

Instructional Specialists – Domain 1

Domain 1: Planning and Preparation
Level of Performance Rubric for Instructional Specialists

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a Demonstrating knowledge of the Specialist's program, including current trends	Instructional Specialist demonstrates little or no familiarity with specialty area or trends in professional development. .	Instructional Specialist demonstrates basic familiarity with specialty area or trends in professional development.	Instructional Specialist demonstrates thorough knowledge of specialty area or trends in professional development.	Instructional Specialist demonstrates extensive knowledge of specialty area and trends in professional development.
Evidence				
1b Establishing goals for the instructional or student support program appropriate to the setting.	Instructional Specialist has no clear goals for the instructional or student program, or they are inappropriate to either the situation or the needs of the staff.	Instructional Specialist's goals for the instructional or student support program are partially suitable to the situation or needs of the staff.	Instructional Specialist's goals for the instructional or student support program are clear, and suitable to the situation and needs of the staff.	Instructional Specialist's goals for the instructional or student support program have been developed following consultations with administrators and colleagues.
Evidence				

Domain 1: Planning and Preparation

Level of Performance Rubric for Instructional Specialists (cont.)

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1c **Demonstrating knowledge of resources, both within and beyond the school and district.**	Instructional Specialist demonstrates no knowledge of resources available in the school or district.	Instructional Specialist demonstrates little knowledge of resources available in the school or district.	Instructional Specialist demonstrates is fully aware of resources available in the school or district and in the larger professional community.	Instructional Specialist actively seeks out resources from a wide range of sources to enrich the school's program.
Evidence				
1d **Planning the instructional or student 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 includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional Specialist's plan is designed to support teachers and students in the improvement of their instructional skills.	Instructional Specialist's plan is well designed and has been well developed following consultation with administrators, teachers, and others.
Evidence				

Domain 1: Planning and Preparation

Level of Performance Rubric for Instructional Specialists (cont.)

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1e **Developing a plan to evaluate the instructional or student support program.**	Instructional Specialist has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	Library/media specialist has a partially suitable plan to evaluate the instructional or student support program.	Instructional Specialist's plan to evaluate the program is suitable around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional Specialist's plan is well organized, with sources of evidence, and a clear path towards improving the program on an ongoing basis.
Evidence				
1f **Designing student assessments**	Instructional Specialist's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	Instructional Specialist's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the whole class, but not for groups or individual students.	Instructional Specialist's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	Instructional Specialist'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 for individuals, and the teacher intends to use assessment results to plan future instruction for indivdual students.
Evidence				

Instructional Specialists – Domain 2

Domain 2: The Environment

Level of Performance Rubric for Instructional Specialists

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a Creating an environment of respect and rapport	Instructional Specialist has not created an environment of trust and respect.	Instructional Specialist has created an environment with little trust and respect and with minimal communication.	Instructional Specialist has created a positive environment with trust and respect and frequently communicates.	High levels of trust and respect are evident, and communication is initiated by Instructional Specialist.
Evidence				
2b Establishing a culture	Instructional Specialist conveys a negative culture for instructional improvement.	Instructional Specialist attempts to create a positive culture for instructional improvement.	Instructional Specialist has created a positive culture for instructional improvement.	Instructional Specialist maintains a positive culture for instructional improvement, which encourages teachers to seek assistance in improving his or her career.
Evidence				

Domain 2: The Environment

Level of Performance Rubric for Instructional Specialists (cont.)

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2c **Establishes communication procedures**	Instructional Specialist has not developed a pathway for communication regarding instructional programs.	Instructional Specialist has developed a minimal pathway for communication regarding instructional programs.	Instructional Specialist routinely communicates information regarding instructional programs.	Instructional Specialist initiates communication regarding instructional programs.
Evidence				
2d **Establishing and maintaining norms of behavior for professional interactions**	Instructional Specialist has not established norms for professional conduct.	Instructional Specialist's efforts to establish norms of professional conduct are partially successful.	Instructional Specialist has established clear norms for professional interaction.	Instructional Specialist has established clear norms of mutual respect for professional interaction.
Evidence				

2e Organizing physical space for professional	Instructional Specialist makes no adjustments of the physical environment when change is necessary.	Instructional Specialist makes little adjustment of the physical environment when change is needed.	Instructional Specialist makes good use of the physical environment, making necessary adjustments resulting in engagement of most participants.	Instructional Specialist makes effective use of the physical environment, making necessary adjustments resulting in engagement of all participants.
Evidence				

Instructional Specialists – Domain 3

Domain 3: Delivery of Service

Level of Performance Rubric for Instructional Specialists

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a **Collaborating with teachers**	Instructional Specialist declines to collaborate with classroom teachers.	Instructional Specialist collaborates with classroom teachers.	Instructional Specialist initiates collaboration with classroom teachers.	Instructional Specialist initiates collaboration with classroom teachers, locating additional resources from sources outside the school..
Evidence				
3b **Sharing expertise with staff**	Instructional Specialist declines opportunities to share expertise with staff.	Instructional Specialist occasionally shares expertise with staff.	Instructional Specialist consistently shares expertise with staff.	Instructional Specialist consistently and continually shares expertise to meet the diverse needs of staff.
Evidence				

Domain 3: Delivery of Service

Level of Performance Rubric for Instructional Specialists (cont.)

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3c **Engaging teachers in professional learning**	Instructional Specialist declines opportunities to engage teachers in professional learning.	Instructional Specialist will occasionally engage teachers in professional learning.	Instructional Specialist consistently engages teachers in professional learning.	Instructional Specialist engages teachers in professional learning and the teachers take initiative suggesting new areas of growth.
Evidence				
3d **Locating resources to support professional learning**	Instructional Specialist declines to locate resources for teachers when requested to do so.	Instructional Specialist makes occasional efforts to locate resources for teachers when requested to do so.	Instructional Specialist locates resources when requested to do so	Instructional Specialist is highly proactive in locating resources for teachers, anticipating their needs.
Evidence				

3e **Demonstrating flexibility and responsiveness**	Instructional Specialist adheres to his or her 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..
Evidence				

Instructional Specialists – Domain 4

Domain 4: Professional Responsibilities

Level of Performance Rubric for Instructional Specialists

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a **Reflecting on practice**	Instructional Specialist does not reflect on practice.	Instructional Specialist's reflection on practice is limited.	Instructional Specialist's reflection provides an accurate and objective description of practice.	Instructional Specialist's reflection provides an accurate and objective description of practice and makes some specific suggestions as to how the support program might be improved.
Evidence				
4b **Coordinating work with other instructional specialists**	Instructional Specialist makes no effort to collaborate with other Instructional Specialists within the district.	Instructional Specialist makes little effort to collaborate with other Instructional Specialists within the district.	Instructional Specialist routinely collaborates with other Instructional Specialists within the district.	Instructional Specialist takes initiatives and collaborates with other Instructional Specialists within the district.
Evidence				

Instructional Specialists – Domain 4

Domain 4: Professional Responsibilities

Level of Performance Rubric for Instructional Specialists (cont.)

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4c **Participating in a professional community**	Instructional Specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school events and projects.	Instructional Specialist's relationships with colleagues are cordial. The Specialist participates in school 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				
4d **Engages in professional development**	Instructional Specialist does not participate in professional development activities.	Instructional Specialist's participation in professional development activities is limited.	Instructional Specialist takes an active role in professional development.	Instructional Specialist leads professional development that makes a contribution to the profession.
Evidence				

4e **Showing professionalism including integrity & confidentiality**	Instructional Specialist is not honest and does not display professionalism.	Instructional Specialist displays limited professionalism.	Instructional Specialist displays professionalism.	Instructional Specialist displays high professionalism at all times.
Evidence				