Teacher Growth, Development, and Evaluation Process

Recommendations from a district taskforce to Education Minnesota Worthington and District 518 school board.

The processes and guidelines were developed in conjunction with representatives from Education Minnesota Worthington Teacher's Union, Administration, and District 518 School Board Members. The information denotes compliance with Minn. Stat §122A.40 (2012).
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Teacher Growth, Development, and Evaluation Task Force

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Topics Addressed

Teacher Evaluation Process

The teacher evaluation process for tenured and non-tenured teachers will include the following:

- Each teacher will complete a growth and development plan (pre-observation summary). See Appendix A.
- Probationary teachers shall meet to review the growth & development plan and pre-observation summary.
- The probationary teacher's mentor will be involved in the growth and development plan.
- The committee recommends that the district will continue to implement a mentorship program with probationary teachers. The mentorship program includes orientation and staff development prior to the start of the school year, additional workshop development throughout the year, and individual support and development from mentors. As part of the mentorship program, mentors will observe mentee a minimum of two times per school year. This will be reviewed periodically for consistency.

Portfolios may contain the following but are not limited to:

- Evidence of participation in professional development activities
- Evidence of leadership such as committee membership
- Evidence of collaboration with other educators and with families
- Sample communications to families and other stakeholders
- Self-Assessment and Peer coach forms
- Student work samples
- Teacher lesson plans
- Videos of lessons
- Student data including student learning goals

Summative Evaluator Qualifications

Minn. Stat § 122A.40, (10) Must require qualified and trained evaluators such as school administrators to perform summative evaluations.

> All individuals serving as summative evaluators will hold a MN Administrative license, be trained on conducting evaluations.
>
> A coach will serve in the capacity of a peer reviewer. Wherever "coach" is listed in the document, it has the same meaning as "peer reviewer."

- Continuing contract teachers shall meet with summative evaluator to review the growth & development plan and pre-observation summary according to the Minnesota standards for effective teachers (MN Rule 8710.2000) one time every three years. A research based rubric (see example in appendix E) will be used to guide the review.

- For the years that continuing contract teachers are not having a summative evaluation, the following will occur. Continuing contract teachers will work through the peer review process which includes the growth and development plan, pre-observation, observation, and post-observation summary.
- For years continuing contract teachers are having a summative evaluation, the peer coach and teacher will have a minimum of one point of contact.
- The teacher can select focus areas that peer coach or summative evaluator may pay special attention to during the observation/evaluation.
- Teacher will complete a pre-observation form (appendix B or C).
- Peer coach or summative evaluator completes rubric (appendix E-L) Teacher and peer coach or summative evaluator will meet to discuss teacher reflections and reviewers observations (post-conference).
- Teachers who are rated acceptable or higher will have met the requirements for summative evaluation and the documentation will be put in their personnel file or will be stored in a digital format. Teachers who are not rated acceptable or higher will complete the teacher improvement process.

Minn. Stat. § 122A.40, Subd. 5 (b)(2) This process must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, a peer review process, the opportunity to participate in a professional learning community and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator. For the years when a tenured teacher is not evaluated by a qualified and trained evaluator, the teacher must be evaluated by a peer review.

Individual Growth and Development Plan

Each teacher will develop an instructional goal and a professional development goal. Goals should be based on a 1-3 year timeline and will be reviewed annually.

Teachers will complete a pre-observation form. The growth and development plan will be discussed between the teacher and peer coach in the first and second year of the Teacher Evaluation Process. In the third year, the pre-observation form will be discussed between the teacher and summative evaluator. (MN Rule 8710.2000)

Peer Coaching Process

During the first and second years of the Teacher Evaluation Process, the peer coach will meet with tenured teachers to discuss goals and review pre-observation work completed by the teacher. The peer coach will provide feedback to the teacher based on the observation. The specific details of the peer coaching process will not be included into the summative evaluation unless the teacher chooses to include it as part of their portfolio. The document will be signed by the teacher and peer coach.

Minn. Stat § 122A.40, Subd. 8.Development, evaluation, and peer coaching for continuing contract teachers.(7) must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth, consistent with section 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment based on student work samples and examples of teachers' work, which may include video among other activities for the summative evaluation;

A professional portfolio is a collection of a teacher's work that documents professional growth and includes the teacher's own reflections on and assessment of his or her work. If the portfolio evidence is used as part of a summative evaluation, there must be clearly defined criteria for the portfolio's content and how it will be assessed and used to make judgments about student learning.

Peer Coach Preferred/Recommended Qualifications

- The peer coach position will be posted internally first.
- The peer coach is a MN licensed teacher who is knowledgeable of the District #518 Improvement Plan
- has continuing contract status and a minimum of five years of classroom experience in District #518
- has been employed in the District #518 within the past three years
- received training in the agreed to peer coaching model and research based rubric include but not limited to modeling, mentoring, documenting, and best practices instruction
- will be considered a Teacher on Special Assignment (TOSA) as per EMW Master Agreement
- Decision of hiring will be the exclusive right of the School Board.

If a conflict between a peer coach and teacher occurs, the administrator has the responsibility to mediate the situation and/or reassign peer coach.

Summative Evaluation

Minn. Stat. § 122A.40, Subd. 5-(a) The first three consecutive years of a teacher's first teaching experience in Minnesota in a single district is deemed to be a probationary period of employment, and, the probationary period in each district in which the teacher is thereafter employed shall be one year. The school board must adopt a plan for written evaluation of teachers during the probationary period that is consistent with subdivision 8. Evaluation must occur at least three times periodically throughout each school year for a teacher performing services during that school year; the first evaluation must occur within the first 90 days of teaching service.

Each probationary teacher will receive three formal evaluations conducted by a summative evaluator each year. The first evaluation must occur within the first 90 days of teaching service as required by 122A.40 Subd 5.

Each continuing contract teacher will receive one formal evaluation conducted by a summative evaluator one time every three years.

Data Component

Minn. Stat.§ 122A.40, Subd. 8. Development, evaluation, and peer coaching for continuing contract teachers. (8) must use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth that may include value-added models or student learning goals to determine 35 percent of teacher evaluation results.

All content areas and grade levels will have 10% of the data based on 100% of students taking the MCA (5% growth, 5% proficiency in Math/Reading). Building level data will be used for this measurement.

Twenty-five percent of an individual teacher's evaluation will be based on their student achievement goal, as measured by a common assessment, which meets the following criteria:
- meets District #518 Assessment Protocol
- assess critical MN State Standard/Benchmark and/or Local Power Standards.
- based on student pre- and post- instructional assessment data.
- developed specific to teacher's assignment (grade level/curricular area)
- planned with assistance from grade level/subject area and/or PLC peers
- reviewed, evaluated, and modified annually
- reviewed and supported by administration

Assessment Protocol

Locally adopted assessments used for the growth, development, and evaluation process will meet the following guidelines:

- Agree to use common assessments for all course sections or grade levels.
- Data can/will be collected from the results to be analyzed
- Rubric or common scoring system is developed to assess any level 3 or level 4 questions using Webb's Depth of Knowledge (constructed response and open-ended questions)
- Common set of instructions are developed for assessment
- Common allowable materials are identified and included (calculators, dictionaries, computers, etc)
- Scaling is developed and agreed upon (example – all 80%'s will be in the same category).
- Student mastery level is able to be determined from completing assessment
- Standards/benchmarks are identified for which the assessment will measure
- Assessment will measure growth of a student and can be aggregated at the student, class, and grade level

Student Engagement Protocol

Minn. Stat.§ 122A.40, Subd. 8. *Development, evaluation, and peer coaching for continuing contract teachers. (9) Must use longitudinal data on student engagement and connection, and other student outcome measures explicitly aligned with the elements of curriculum for which teachers are responsible.*

Peer coaching will include collecting longitudinal data in the area of student engagement. Student engagement will also be a part of the pre observation, observation, and post observation work completed between the peer coach and teacher.

Teacher Improvement Process

Minn. Stat.§ 122A.40, Subd. 8. ***Development, evaluation, and peer coaching for continuing contract teachers. (11)*** *must give teachers not meeting professional teaching standards under clauses (3) through (10) support to improve through a teacher improvement process that includes established goals and timelines; and (**12**) must discipline a teacher for not making adequate progress in the teacher improvement process under clause (11) that may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate.*

The teacher improvement process is as follows:

- The improvement process should be based on areas of weaknesses as identified in the summative assessment.
- Teachers and administrators shall collaborate to set specific goals and timelines.
- (First year probationary teachers) If an administrator identifies areas of concern, the teacher will participate in an additional year of mentorship.
- (Second and Third Year Probationary Teachers) If an administrator identifies areas of concern, a teacher may request or an administrator may require an additional year of mentorship.
- (Continuing Contract Teachers) If an administrator identifies areas of concern (unsatisfactory or basic), a second summative evaluation will be completed by a second summative evaluator with an administrative license. This second summative evaluation will take place between 6-12 weeks from the first summative evaluation. Teachers may request peer coaching support to remediate areas of deficiency prior to the second summative evaluation. After the second summative evaluation, if an administrator identifies areas of concern, a teacher improvement plan will be developed and implemented.

Training

Minn. Stat § 122A.40, Subd. 8 (c) *The processes must include having trained observers serve as peer coaches or having teachers participate in professional learning communities.*

Peer coaches and summative evaluators will be trained on the following items:
- Agreed to peer coaching model
- Developing pre/post observation documents and conducting meetings
- Inter-rater reliability
- Knowledge of content area
- Developing evaluation reports

Additional agreements

Walk-throughs
Administrators may conduct walk-throughs at any time. Walk throughs may be included in the summative evaluation if a point of contact has occurred

Definitions for Lead Teacher MN Rubric

Unsatisfactory: Needs Improvement. (Area will be included in future goal setting).
Basic: Partially acceptable.
Proficient: Specifications are being met.
Distinguished: Exceeds standards.

Specialty Areas (Counselor, Social Worker, Psychologist, etc.)

Specialty rubrics will be used for licensed teachers in the following areas:
(SPED (DHH, OT, SEAT, DAPE)
Counselors
Psychologists
Adult Basic Education
ECFE
Peer Coaches

Additional Recommendations
- The committee recommends approximately 1 FTE (peer coach) per 60 continuing contract teachers.
- Potential options for peer coach:
  - Full-time peer coach
  - Job share peer coach combined with other responsibilities i.e. half-time classroom
  - Peer coach for a period of time and rotate into the classroom
- Each continuing contract teacher will work through the student engagement protocol every year.

  NOTE: If budgetary items cause the plan to not be viable, the components of the plan will be re-evaluated.

Worthington District 518

Teacher: **Grade/Subject Area:**   **Date:**

Personalized Professional Development Goal (SMART Goal #1 **Specific, Measurable, Attainable, Relevant, Time-bound**)
Which district or building goal(s) or part of the District Improvement Plan does this SMART goal align with?

Your Plan to Achieve This Goal	
Planned Action Steps	**Timeline**
Evidence Indicators/Outcomes	**Resources Needed**

Teacher Growth and Development Plan

Part 2

Teacher Instructional Growth Goal (SMART Goal #2 (Specific, Measurable, Attainable, Relevant, Time-bound)
Which Domain and Component(s) does this goal align with in the Danielson Framework (rubric)?

Your Planning to Achieve This Goal	
Planned Action Steps	**Timeline**
Evidence Indicators/Outcomes	**Resources Needed**

Pre - Observation Form

1. Briefly describe your lesson including objectives/essential skills students are expected to learn.

2. What strategies will you use to engage the students in the lesson?

3. How will you differentiate for various learning styles and needs?

4. What assessments or other tools will you use to determine whether the students have met the objectives of your lesson?

5. What types of interventions will likely follow for students who have not learned the given objectives of this lesson?

6. Mark the items you would like the observer to focus on during the observation:

   Teacher Instructional Practices _____   Student Engagement _____

   SIOP Strategies _____   Classroom Environment _____

   Accountable Talk _____   Student Behavior_____

   Assessment Techniques _____   Use of Technology _____

   Active Reading Strategies _____   Small Group Learning _____

   Cooperative Discussion _____   Feedback is Clear and Appropriate _____

   Differentiation of the Lesson _____   Teacher Questioning _____

   Teacher Circulates the Classroom _____   Other _____

7. How can your peer coach/administrator support you this year?

Specialty Pre-Observation Form

1. List the observation objectives (goals).

2. Describe how the observation will be arranged/coordinated/organized.

3. How will information be presented so that it is comprehensible for everyone?

4. How will parents be involved? (If applicable)

5. Include any additional information that you would like the evaluator/coach to know prior to the observation.

6. How can your building principal/peer coach support you this year?

End-of-Year Reflection

Directions:

Consider your professional practice over the past year, in terms of the goals set aside and the evidence collected. Answer each of the following questions.

Personalized Professional Development Goal (SMART GOAL #1):

1. Summarize your progress in the goal area. How did your progress in this area affect student learning and achievement?

2. If you met your goal, what contributed to your success?

3. If you did not meet your goal, what were barriers to your success?

4. What activities did you participate in this year to help you reach your Personalized Professional Development goal? (Add evidence of these activities as attachments)

Teacher Instructional Growth Goal (SMART GOAL #2):

5. Summarize your progress in the goal area. How did your progress in this area affect student learning and achievement?

6. If you met your goal, what contributed to your success?

7. If you did not meet your goal, what were barriers to your success?

OVERALL:

8. What are possible areas in which you would like to grow in the upcoming academic year?

DANIELSON RUBRIC

DOMAIN 1: PLANNING AND PREPARATION			
1A: DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY			
UNSATISFACTORY *LEVEL 1*	*BASIC* *LEVEL 2*	*PROFICIENT* *LEVEL 3*	*DISTINGUISHED* *LEVEL 4*
In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

DOMAIN 1: PLANNING AND PREPARATION			
1B: DEMONSTRATING KNOWLEDGE OF STUDENTS			
UNSATISFACTORY *LEVEL 1*	*BASIC* *LEVEL 2*	*PROFICIENT* *LEVEL 3*	*DISTINGUISHED* *LEVEL 4*
The teacher displays minimal understanding of how students learn – and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages – and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

DOMAIN 1: PLANNING AND PREPARATION			
1C: SETTING INSTRUCTIONAL OUTCOMES			
UNSATISFACTORY LEVEL 1	*BASIC LEVEL 2*	*PROFICIENT LEVEL 3*	*DISTINGUISHED LEVEL 4*
The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for the different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

DOMAIN 1: PLANNING AND PREPARATION			
1D: DEMONSTRATING KNOWLEDGE OF RESOURCES			
UNSATISFACTORY LEVEL 1	*BASIC LEVEL 2*	*PROFICIENT LEVEL 3*	*DISTINGUISHED LEVEL 4*
The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

DOMAIN 1: PLANNING AND PREPARATION			
1E: DESIGNING COHERENT INSTRUCTION			
UNSATISFACTORY *LEVEL 1*	*BASIC* *LEVEL 2*	*PROFICIENT* *LEVEL 3*	*DISTINGUISHED* *LEVEL 4*
Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instruction groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

DOMAIN 1: PLANNING AND PREPARATION			
1F: DESIGNING STUDENT ASSESSMENT			
UNSATISFACTORY *LEVEL 1*	*BASIC* *LEVEL 2*	*PROFICIENT* *LEVEL 3*	*DISTINGUISHED* *LEVEL 4*
Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

DOMAIN 2: THE CLASSROOM ENVIRONMENT			
2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT			
UNSATISFACTORY LEVEL 1	*BASIC LEVEL 2*	*PROFICIENT LEVEL 3*	*DISTINGUISHED LEVEL 4*
Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

DOMAIN 2: THE CLASSROOM ENVIRONMENT			
2B: ESTABLISHING A CULTURE FOR LEARNING			
UNSATISFACTORY LEVEL 1	*BASIC LEVEL 2*	*PROFICIENT LEVEL 3*	*DISTINGUISHED LEVEL 4*
The classroom culture is characterized by a lack of teacher or student commitment to learning, and/ or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

DOMAIN 2: THE CLASSROOM ENVIRONMENT			
2C: MANAGING CLASSROOM PROCEDURES			
UNSATISFACTORY LEVEL 1	*BASIC LEVEL 2*	*PROFICIENT LEVEL 3*	*DISTINGUISHED LEVEL 4*
Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.

DOMAIN 2: THE CLASSROOM ENVIRONMENT			
2C: MANAGING STUDENT BEHAVIOR			
UNSATISFACTORY LEVEL 1	*BASIC LEVEL 2*	*PROFICIENT LEVEL 3*	*DISTINGUISHED LEVEL 4*
There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

DOMAIN 2: THE CLASSROOM ENVIRONMENT			
2C: ORGANIZING PHYSICAL SPACE			
UNSATISFACTORY LEVEL 1	*BASIC LEVEL 2*	*PROFICIENT LEVEL 3*	*DISTINGUISHED LEVEL 4*
The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

DOMAIN 3: INSTRUCTION			
3A: COMMUNICATING WITH STUDENTS			
UNSATISFACTORY LEVEL 1	*BASIC LEVEL 2*	*PROFICIENT LEVEL 3*	*DISTINGUISHED LEVEL 4*
The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffold, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

DOMAIN 3: INSTRUCTION			
3B: USING QUESTIONING AND DISCUSSION TECHNIQUES			
UNSATISFACTORY LEVEL 1	*BASIC LEVEL 2*	*PROFICIENT LEVEL 3*	*DISTINGUISHED LEVEL 4*
The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

DOMAIN 3: INSTRUCTION			
3C: ENGAGING STUDENTS IN LEARNING			
UNSATISFACTORY LEVEL 1	*BASIC LEVEL 2*	*PROFICIENT LEVEL 3*	*DISTINGUISHED LEVEL 4*
The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

DOMAIN 3: INSTRUCTION			
3D: USING ASSESSMENT IN INSTRUCTION			
UNSATISFACTORY *LEVEL 1*	*BASIC* *LEVEL 2*	*PROFICIENT* *LEVEL 3*	*DISTINGUISHED* *LEVEL 4*
Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

DOMAIN 3: INSTRUCTION			
3E: DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS			
UNSATISFACTORY *LEVEL 1*	*BASIC* *LEVEL 2*	*PROFICIENT* *LEVEL 3*	*DISTINGUISHED* *LEVEL 4*
The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES			
4A: REFLECTING ON TEACHING			
UNSATISFACTORY LEVEL 1	*BASIC LEVEL 2*	*PROFICIENT LEVEL 3*	*DISTINGUISHED LEVEL 4*
The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES			
4B: MAINTAINING ACCURATE RECORDS			
UNSATISFACTORY LEVEL 1	*BASIC LEVEL 2*	*PROFICIENT LEVEL 3*	*DISTINGUISHED LEVEL 4*
The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	The 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.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES			
4C: COMMUNICATING WITH FAMILIES			
UNSATISFACTORY LEVEL 1	*BASIC LEVEL 2*	*PROFICIENT LEVEL 3*	*DISTINGUISHED LEVEL 4*
The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES			
4D: PARTICIPATING IN THE PROFESSIONAL COMMUNITY			
UNSATISFACTORY LEVEL 1	*BASIC LEVEL 2*	*PROFICIENT LEVEL 3*	*DISTINGUISHED LEVEL 4*
The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES			
4E: GROWING AND DEVELOPOING PROFESSIONALLY			
UNSATISFACTORY *LEVEL 1*	*BASIC* *LEVEL 2*	*PROFICIENT* *LEVEL 3*	*DISTINGUISHED* *LEVEL 4*
The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES			
4F: SHOWING PROFESSIONALISM			
UNSATISFACTORY *LEVEL 1*	*BASIC* *LEVEL 2*	*PROFICIENT* *LEVEL 3*	*DISTINGUISHED* *LEVEL 4*
The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

ADULT BASIC EDUCATION TEACHERS
DOMAIN 1: PLANNING AND PREPARATION
COMPONENT 1a: DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

Element	Unsatisfactory	Developing	Proficient	Distinguished
Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationship	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
Knowledge or Content-Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.

ADULT BASIC EDUCATION TEACHERS
DOMAIN 1: PLANNING AND PREPARATION
COMPONENT 1b: DEMONSTRATING KNOWLEDGE OF STUDENTS

Element	Unsatisfactory	Developing	Proficient	Distinguished
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes that the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.

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ADULT BASIC EDUCATION TEACHERS
DOMAIN 1: PLANNING AND PREPARATION
COMPONENT 1c: SELECTING INSTRUCTIONAL GOALS

Element	Unsatisfactory	Developing	Proficient	Distinguished
Value	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
Clarity	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
Balance	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different typed of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.

ADULT BASIC EDUCATION TEACHERS
DOMAIN 1: PLANNING AND PREPARATION
COMPONENT 1d: DEMONSTRATING KNOWLEDGE OF RESOURCES

Element	Unsatisfactory	Developing	Proficient	Distinguished
Resources for Teaching	Teacher is unaware of resources available thought the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

ADULT BASIC EDUCATION TEACHERS
DOMAIN 1: PLANNING AND PREPARATION
COMPONENT 1e: DESIGNING COHERENT INSTRUCTION

Element	Unsatisfactory	Developing	Proficient	Distinguished
Learning Activities	Learning activities are not suitable to student or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities reflect recent professional research.	Learning activities are highly relevant to student and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocation is unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to student needs.

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ADULT BASIC EDUCATION TEACHERS
DOMAIN 1: PLANNING AND PREPARATION
COMPONENT 1f: ASSESSING STUDENT LEARNING

Element	Unsatisfactory	Developing	Proficient	Distinguished
Congruence with Instructional Goals	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
Use for Planning	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.

ADULT BASIC EDUCATION TEACHERS
DOMAIN 2: THE CLASSROOM ENVIRONMENT
COMPONENT 2a: CREATING AN ENVIRONMENT OR RESPECT AND RAPPORT

Element	Unsatisfactory	Developing	Proficient	Distinguished
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

ADULT BASIC EDUCATION TEACHERS
DOMAIN 2: THE CLASSROOM ENVIRONMENT
COMPONENT 2b: ESTABLISHING A CULTURE FOR LEARNING

Element	Unsatisfactory	Developing	Proficient	Distinguished
Importance of the Content	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, for example by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

ADULT BASIC EDUCATION TEACHERS
DOMAIN 2: THE CLASSROOM ENVIRONMENT
COMPONENT 2c: MANAGING CLASSROOM PROCEDURES

Element	Unsatisfactory	Developing	Proficient	Distinguished
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Much time is lost during transition.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
Performance of Non-instructional Duties	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers and Paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

ADULT BASIC EDUCATION TEACHERS
DOMAIN 2: THE CLASSROOM ENVIRONMENT
COMPONENT 2d: MANAGING STUDENT BEHAVIOR

Element	Unsatisfactory	Developing	Proficient	Distinguished
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduce appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly affective and sensitive to students' individual needs, or student behavior is entirely appropriate.

ADULT BASIC EDUCATION TEACHERS
DOMAIN 2: THE CLASSROOM ENVIRONMENT
COMPONENT 2e: ORGANIZING PHYSICAL SPACE

Element	Unsatisfactory	Developing	Proficient	Distinguished
Safety and Arrangement Of Furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson of activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purpose in learning.
Accessibility to learning and Use of Physical Resources	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

ADULT BASIC EDUCATION TEACHERS
DOMAIN 3: INSTRUCTION
COMPONENT 3a: COMMUNICATING CLEARLY AND ACCURATELY

Element	Unsatisfactory	Developing	Proficient	Distinguished
Directions and Procedures	Teacher direction and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

ADULT BASIC EDUCATION TEACHERS
DOMAIN 3: INSTRUCTION
COMPONENT 3b: USING QUESTIONING AND DISCUSSION TECHNIQUES

Element	Unsatisfactory	Developing	Proficient	Distinguished
Quality of Question	Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion Techniques	Interaction between teacher and students is predominately recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage in a true discussion, with uneven results.	Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.	Students themselves ensure that all voices are heard in the discussion.
Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teachers successfully engage all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

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ADULT BASIC EDUCATION TEACHERS
DOMAIN 3: INSTRUCTION
COMPONENT 3c: ENGAGING STUDENTS IN LEARNING

Element	Unsatisfactory	Developing	Proficient	Distinguished
Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with student' knowledge and experience. Students contribute to representation of content.
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purpose.
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

ADULT BASIC EDUCATION TEACHERS
DOMAIN 3: INSTRUCTION
COMPONENT 3d: PROVIDING FEEDBACK TO STUDENTS

Element	Unsatisfactory	Developing	Proficient	Distinguished
Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: some elements of high quality are present; others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
Timelines	Feedback is not provided in a timely manner.	Timelines of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

ADULT BASIC EDUCATION TEACHERS
DOMAIN 3: INSTRUCTION
COMPONENT 3e: DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS

Element	Unsatisfactory	Developing	Proficient	Distinguished
Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
Response to Students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the students' lack of success.	Teacher accepts responsibility for the success of all students but has only limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

ADULT BASIC EDUCATION TEACHERS
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
COMPONENT 4a: REFLECTING ON TEACHING

Element	Unsatisfactory	Developing	Proficient	Distinguished
Accuracy	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes thoughtful and accurate assessment of a lesson's effectiveness and extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
Use in Future Teaching	Teacher has no suggestions for how the lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

ADULT BASIC EDUCATION TEACHERS
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
COMPONENT 4b: MAINTAINING ACCURATE RECORDS

Element	Unsatisfactory	Developing	Proficient	Distinguished
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher's system for maintaining information on student progress in learning is effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
Noninstructional Records	Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.	Teacher's records for noninstructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on noninstructional activities is fully effective.	Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.

ADULT BASIC EDUCATION TEACHERS
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
COMPONENT 4c: COMMUNICATING WITH LEARNERS

Element	Unsatisfactory	Developing	Proficient	Distinguished
Information About the Instructional Program	Teacher provides little information about the instructional program to learner.	Teacher participates in the school's activities for learner's communication but offers little additional information.	Teacher provides frequent information to learner, as appropriate, about the instructional program.	Teacher provides frequent information to learner, as appropriate, about the instructional program.
Information About Individual Students	Teacher provides minimal information to learner and does not respond or responds insensitively to learner concerns.	Teacher adheres to the school's required procedures for communicating to learner. Responses to learner concerns are minimal.	Teacher communications with learner about their progress on a regular basis and is available as needed to respond to concerns.	Teacher provides information to learner frequently on both positive and negative aspects of learner progress. Response to learner concerns is handled with great sensitivity.
Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Learners contribute ideas for projects that will be enhanced by family participation.

ADULT BASIC EDUCATION TEACHERS
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
COMPONENT 4d: CONTRIBUTING TO THE SCHOOL AND DISTRICT

Element	Unsatisfactory	Developing	Proficient	Distinguished
Relationships with Colleagues	Teacher's relationships with colleagues are negative or self serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in School and District Projects	Teacher avoids becoming involved in school and district projects	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

ADULT BASIC EDUCATION TEACHERS
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
COMPONENT 4e: GROWING AND DEVELOPING PROFESSIONALLY

Element	Unsatisfactory	Developing	Proficient	Distinguished
Enhancement of Content Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
Service to the Profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

ADULT BASIC EDUCATION TEACHERS
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
COMPONENT 4f: SHOWING PROFESSIONALISM

Element	Unsatisfactory	Developing	Proficient	Distinguished
Service to Students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or department decision making and helps ensure that such decisions are based on the highest professional standards.

EARLY CHILDHOOD FAMILY EDUCATION
DOMAIN 1: PLANNING AND PREPARATION
COMPONENT 1a: DEMONSTRATING KNOWLEDGE OF PARTICIPANTS AND BEST PRACTICES

Element	Unsatisfactory	Developing	Proficient	Distinguished
Knowledge of child development	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristic of age group, exceptions to general patterns and the possible motivators of behavior.	Teacher displays knowledge of typical developmental characteristics of age group as well as exceptions to general patterns, extent to which individual participants follow patterns and the possible motivators of behavior.
Knowledge of participants' various approaches to learning	Teacher is unfamiliar with the different approaches to learning that participants exhibit such as learning styles, modalities and different "intelligences."	Teacher displays general understanding of the different approaches to learning that participants exhibit such as learning styles, modalities and different "intelligences."	Teacher displays solid understanding of the different approaches to learning that individual participants exhibit such as learning styles, modalities and different "intelligences."	Teacher uses, where appropriate, knowledge of participant's varied approaches to learning in instructional planning.
Knowledge of developmentally appropriate practice (learning activities, methods, structure)	Teacher displays little understanding of developmentally appropriate practice. Learning activities, methods and structure do not follow an organized progression and do not reflect recent professional research.	Teacher displays basic knowledge of developmentally appropriate practice. Progression of activities is uneven and only some activities reflect recent professional research.	Teacher demonstrates knowledge of current research on developmentally appropriate practice. Progression of activities in the unit is even and most activities reflect recent professional research. Teacher occasionally adapts plan to individual participant need.	Teacher demonstrates knowledge of current research on developmentally appropriate practice. Plan progression coherently and reflects recent research. Teacher regularly anticipates participant and/or group needs and adapts plans accordingly.
Knowledge of adult learner	Teacher displays minimal knowledge of the characteristics of adult learners.	Teacher displays general knowledge of the characteristics of adult learners.	Teacher displays thorough understanding of characteristics of adult learners.	Teacher display thorough understanding of characteristics of adult learners and applies this knowledge consistently based on participant's individual need.
Knowledge of parent/child relationships	Learning activities do not promote parent/child interaction. Communication with parents is not child-centered.	Learning activities are occasionally chosen to promote parent/child interaction of typical participants. Communication with parents is sometimes focused on the child.	Learning activities are chosen to enhance the parent/child relationships of class participants. Communication with parents is frequently child-centered.	Learning activities are clearly chosen to promote the relationships of individual participants, as well as the group as a whole. Communication with parents is consistently child-centered.
Knowledge of family systems parent development	Teacher demonstrates minimal knowledge of family systems theory and parent development.	Teacher demonstrates basic knowledge of family systems theory. Teacher displays general knowledge of parent development and shares this information through chosen activities.	Teacher consistently demonstrates an understanding of family systems theory ant its influence upon present family interactions.	Knowledge of and sensitivity to how change affects individual family members is demonstrated. Learning activities are chosen to assist parents in moving through the stages of parent development.
Awareness of diversity issues among participants, including special need	Teacher displays little knowledge of participants' interests, abilities or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding participants' interest, abilities or cultural heritage but displays this knowledge inconsistently.	Teacher displays knowledge of the interests abilities of cultural heritage of groups of participants and recognizes the value of this knowledge.	Teacher displays knowledge of the interests, abilities or cultural heritage of groups or of individual participants and recognizes the value of this knowledge. Teacher serves as a resource to others.

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EARLY CHILDHOOD FAMILY EDUCATION
DOMAIN 1: PLANNING AND PREPARATION
COMPONENT 1b: DEMONSTRATING KNOWLEDGE OF RESOURCES

Element	Unsatisfactory	Developing	Proficient	Distinguished
Resources for teaching	Teacher is unaware of resources available through the program or district.	Teacher displays some awareness of resources available through the program or district.	Teacher is fully aware of resources available through the program or district and seeks some other materials from other sources to enhance instruction.	In addition to being aware of program and district resources, teacher actively seeks additional material to enhance instruction.
Knowledge of community resources	Teacher is unaware of community resources available to assist participants who need them.	Teacher displays limited awareness of community resources available to assist participants who need them.	Teacher is aware of community resources and knows how to gain access for participants. Teacher encourages participants to use them.	Teacher is knowledgeable about current community resources. Teacher researches additional resources and actively involves participants in pursuing them.

EARLY CHILDHOOD FAMILY EDUCATION
DOMAIN 1: PLANNING AND PREPARATION
COMPONENT 1c: ASSESSING PARTICIPANT LEARNING

Element	Unsatisfactory	Developing	Proficient	Distinguished
Development of portfolios				
Use of observation	Observation is used occasionally.	Teacher observes and documents participant's activities.	Teacher observes and documents participant's activities and progress. Observations are used as a basis for assessment and understanding participant needs.	Teacher continually observes and documents participant's activities and progress, with input from other classroom staff when appropriate. Teacher makes assessments, and develops instructional plan accordingly.

**EARLY CHILDHOOD FAMILY EDUCATION
DOMAIN 2: THE LEARNING ENVIRONMENT
COMPONENT 2a: PREPARING AND MAINTAINING THE LEARNING ENVIRONMENT**

Element	Unsatisfactory	Developing	Proficient	Distinguished
Management of space	The learning environment is unsafe, or the furniture arrangement is not suited to the planned activities, or both.	The learning environment is safe and furniture is adjusted for a lesson, or, if necessary, a lesson is adjusted to the furniture, available but with limited effectiveness.	Teacher provides a safe, comfortable, well-prepared environment. Teacher readies environment for next team before leaving.	Teacher provides a safe, comfortable, well-prepared environment. Teacher demonstrates flexibility in allowing participants to adjust environment to advance their own learning.
Management of materials	Materials are handled inefficiently.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with participates assuming some responsibility.

**EARLY CHILDHOOD FAMILY EDUCATION
DOMAIN 2: THE LEARNING ENVIRONMENT
COMPONENT 2b: MANAGING CLASS TIME PRODEDURES**

Element	Unsatisfactory	Developing	Proficient	Distinguished
Management of instructional groups (parent/child time, child only time, parent time, snack time, circle time)	Teacher leads group times that are instructor driven and lack responsiveness to participant need.	Teacher facilitated group times that are based on the ages, needs and abilities of the group as a whole.	Teacher facilitates group times that are based on the ages, needs and abilities of individual participants.	Teacher facilitates group times that are based on the ages, needs and abilities of individual participants as well as needs of the group as a whole.
Management of transitions	Transitions are not anticipated and much time is lost.	Teacher appropriately informs participants about transitions and generally includes appropriate number of transitions in schedule.	Teacher appropriately informs participants about transitions. Teacher facilitates smooth transitions.	Teacher facilitates effective transitions, providing smooth directions and follow-up activities. An appropriate number and variety of transitions occur.
Work direction of assistant instructors	Teacher demonstrates poor understanding of assistant instructor role. Teacher fails to give assistant instructors clear direction and support.	Teacher takes lead in classroom. Teacher gives clear directions and support of assistant instructors and provides assistant instructors with appropriate feedback.	Teacher effectively leads classroom team, facilitates active involvement of assistant instructors and provides them with clear direction, support and feedback.	Teacher effectively leads classroom team and facilitates professional growth of assistant instructors.

EARLY CHILDHOOD FAMILY EDUCATION
DOMAIN 2: THE LEARNING ENVIRONMENT
COMPONENT 2c: FACILITATING POSITIVE PARTICIPANT BEHAVIOR

Element	Unsatisfactory	Developing	Proficient	Distinguished
Establishment of developmentally appropriate expectations (DAE) and/or parent guidelines	No DAE and/or parent guidelines appear to have been established, or participants are confused as to what the expectations are.	DAE and/or parent guidelines appear to have been established for most situations, and most participants appear to understand them.	DAE and/or parent guidelines are clear to all participants.	DAE and/or parent guidelines are clear to all participants and appear to have been developed with participant input.
Observation of participant behavior	Participant behavior is not monitored and teacher is unaware of what participants are doing.	Teacher is generally aware of participant behavior.	Teacher consistently demonstrates "room awareness" and observes for growth and involvement of all participants.	Monitoring by teacher is subtle, preventive and thorough. Teacher observes for growth and involvement of all participants.
Response to participant behavior	Teacher response to participant behavior, is inconsistent, overly repressive, or does not respect the participant's dignity.	Teacher response to participant behavior is generally respectful and appropriate, but with inconsistent results.	Teacher response to behavior is appropriate and successful a respects the participant's dignity. Teacher includes participant in choice of acceptable behavior alternative.	Teacher response to behavior is highly effective and sensitive to participant's individual needs. Teacher responds to observed cues and signals and includes participant in choice of acceptable alternative.

EARLY CHILDHOOD FAMILY EDUCATION
DOMAIN 2: THE LEARNING ENVIRONMENT
COMPONENT 2d: CREATING A LEARNING ENVIRONMENT OF RESPECT AND RAPPORT

Element	Unsatisfactory	Developing	Proficient	Distinguished
Interaction of teacher with participants	Teacher interaction with at least some participants is negative, demeaning, sarcastic, or inappropriate to the age or culture of the participants.	Teacher-participant interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for participants' culture.	Teacher-participant interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms.	Teacher demonstrates genuine caring and respect for individual participants. Teacher consistently affirms and encourage participants in their growth and learning. Teacher demonstrates enjoyment of children.

EARLY CHILDHOOD FAMILY EDUCATION
DOMAIN 2: THE LEARNING ENVIRONMENT
COMPONENT 2e: ESTABLISHING A CULTURE FOR LEARNING

Element	Unsatisfactory	Developing	Proficient	Distinguished
Establishment of the importance of content	Teacher conveys a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the content but with little conviction and only minimal apparent buy-in by the participants.	Teacher conveys genuine enthusiasm for the content, and participants demonstrate consistent commitment to its value.	Teacher conveys genuine enthusiasm for content and actively engages participants in content.
Demonstration of modeling	Teacher models inappropriate ways of interacting with children.	Teacher usually models appropriate ways of interacting with children.	Teacher consistently models appropriate ways of interacting with children.	Teacher demonstrates expert skill in modeling appropriate ways of interacting with children.
Expectation for learning and achievement	Instructional objectives, activities, interactions and environment convey insufficient expectations for participant achievement.	Instructional objectives, activities, interactions and environment convey inconsistent expectation for participant achievement.	Instructional objectives, activities, interactions and environment convey consistent expectations for participant achievement.	Instructional objectives, activities, interactions and environment convey high expectations for participant achievement.

EARLY CHILDHOOD FAMILY EDUCATION
DOMAIN 3: INSTRUCTION
COMPONENT 3a: COMMUNICATING CLEARLY AND ACCURATELY

Element	Unsatisfactory	Developing	Proficient	Distinguished
Use of clear and accurate communication and direction (including spoken, written and non-verbal language)	Teacher's directions and communications are unclear, confusing and incomplete. Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain grammar and syntax errors.	Teacher's directions and communications are usually clear and include purpose of activity. Teacher's spoken language is audible and written language is legible. Vocabulary is correct and is usually appropriate for the participant's age, ability and background.	Teacher's directions and communications are consistently clear concise and convey purpose of activity. Teacher's spoken and written language is clear and correct. Vocabulary is consistently appropriate for participant's age, ability and background.	Teacher's directions and communications are clear and complete. Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary appropriate for participant's age, ability and background. Vocabulary is chosen to enrich the lesson.
Use of respectful and appropriate communication	Teacher's communication may be inappropriate, vague or used incorrectly. Teacher inconsistently demonstrates respect and ability to listen to participants.	Teacher's communication is generally appropriate. Teacher usually demonstrates respect and ability to listen to participants.	Teacher's communication is appropriate. Teacher demonstrates respect and ability to listen to participants. Some opportunity to give and receive feedback is present.	Teacher's communication is consistently appropriate, clear and correctly used. Teacher uses a variety of methods to communicate. Teacher consistently provides opportunities to give and receive feedback. Teacher anticipates participant response and possible misunderstanding.

EARLY CHILDHOOD FAMILY EDUCATION
DOMAIN 3: INSTRUCTION
COMPONENT 3b: USING QUESTIONING AND DISCUSSION TECHNIQUES

Element	Unsatisfactory	Developing	Proficient	Distinguished
Use of discussion techniques	Interaction between teacher and participants is predominantly recitation style or lecture, with teacher mediating all questions and answers.	Teacher makes attempts to engage all participants in an interactive discussion with uneven results.	Teacher demonstrates awareness of growing dynamics and facilitates discussion that includes all participants.	Teacher facilitates participants in assuming considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Use of questions	Teacher's questions are of poor quality, and lack purpose to facilitate learning.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's questions are of high quality. Teacher asks open-ended questions. Teacher allows adequate time for participants to respond.	Teacher asks open-ended questions with the purpose of building self-awareness, knowledge of their children, or to direct or clarify. Teacher provides adequate time for participants to respond. Teacher encourages participants to formulate questions.
Active participation	Teacher fails to encourage all participants to be involved in discussion.	Teacher attempts to engage all participants in the discussion, often with limited success.	Teacher consistently attempts to engage all participants in the discussion. Questions are asked with sensitivity.	Teacher consistently ensures that all participants have opportunity to be involved in discussion. Teacher consistently and sensitively facilitates active participation.

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EARLY CHILDHOOD FAMILY EDUCATION
DOMAIN 3: INSTRUCTION
COMPONENT 3c: ENGAGING STUDENTS IN LEARNING

Element	Unsatisfactory	Developing	Proficient	Distinguished
Implementing curriculum content	Teacher presents content that is inappropriate and inconsistent with developmentally appropriate practice.	Teacher presents content that demonstrates some understanding of developmental milestones, family systems theory and developmentally appropriate practice.	Teacher present content that demonstrates an understanding of developmental milestones, family systems theory and developmentally appropriate practice.	Presentation of content is consistently appropriate and links well with participants' knowledge, experience, ability and need. Teacher encourages participants' contribution while appropriately challenging and educating about alternatives.
Structure/schedule	The lesson or class schedule has no defined structure. Pacing is too slow, rushed or not adapted to the needs of the participants.	The lesson or class schedule has a recognizable structure, although it is not uniformly maintained. Pacing of the lesson/activity is inconsistent.	The lesson or class schedule has a clearly defined structure around which the activities are organized. Pacing of the lesson is usually consistent and appropriate. Teacher balances individual and group activities.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing and sequencing of the lesson is appropriate for all participants.
Varied activities and methods	Instructional materials, environment, set-up, methods and resources are unsuitable for the instruction goals. Materials do not engage participants and are not planned for individual or group needs. Guided observation is not used as a learning activity.	Instructional materials, environment, set-up, methods and resources are partially suitable for the instruction goals. Instructional materials moderately or inconsistently engage participants. Some adaptation for individual and group learning needs occur. Guided observation is seldom used as a learning activity.	Instructional materials, environment, set-up, methods and resources are suitable for the instruction goals and are adapted to group and individual learning needs. Guided observation is regularly used as a learning activity.	Instructional materials, environment, set-up, methods and resources are consistent with instruction goals. Participants initiate the choice, adaptation, or creation of materials to enhance their own learning. Guided observation is frequently used as a learning activity.
Instructional materials and resources	Instructional materials and resources are inconsistent with the instructional goals. Instructional materials do not engage participants.	Instructional materials and resources are generally consistent with instructional goals. Instructional materials moderately engage participants.	Instructional materials and resources are consistent with instruction goals and highly engage participants. Teacher provides some opportunity to choose materials or topics that are meaningful for them.	Instructional materials and resources are always consistent with the instructional goals. Teacher provides many opportunities for participants to choose adapt or create materials to enhance their own purposes.

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EARLY CHILDHOOD FAMILY EDUCATION
DOMAIN 3: INSTRUCTION
COMPONENT 3d: DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS

Element	Unsatisfactory	Developing	Proficient	Distinguished
Instructional adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve the lesson/activity.	Teacher occasionally adjusts a lesson/activity with mixed results.	Teacher makes a minor adjustment to a lesson/activity with consistent success.	Teacher demonstrates flexibility by making adjustments to a lesson/activity with consistent success.
Responsiveness to participants	Teacher is unable/unwilling to respond receptively to participant feedback about the lesson/activity.	Teacher attempts to accommodate participants' questions, interest or feedback. The effectiveness of the accommodation is uneven.	Teacher successfully accommodates participants' question, interest or needs. Teacher functions as facilitator, not director.	Teacher demonstrates sensitively to cues of participants and seizes opportunities to enhance learning, building on spontaneous questions and events.
Referral to and accessing community resources	Teacher inconsistently responds to participant's needs for resources.	Teacher seeks resources for families when requested.	Teacher uses empowering strategies when assisting participants in accessing resources.	Teacher is proactive in serving participants and seeking resources. Teacher uses empowering strategies with participants.

EARLY CHILDHOOD FAMILY EDUCATION
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
COMPONENT 4a: REFLECTING ON TEACHING

Element	Unsatisfactory	Developing	Proficient	Distinguished
Use of evaluation tools	Teacher uses evaluation tools inconsistently.	Teacher offer evaluation tools but does not implement changes.	Teacher uses evaluation feedback to implement changes and increase effectiveness.	Teacher seeks out evaluative feedback from a variety of sources (co-workers, participants, etc.) and uses the information to make appropriate changes.
Application of evaluation process	Teacher does not know if a lesson was successful and/or misjudges the success of a lesson/activity.	Teacher makes general suggestions about how a lesson/activity can be improved.	Teacher makes a few suggestions for alternate activities to try in the future.	Teacher uses evaluative feedback to plan future lesson/activities with probable successes of different approaches.

EARLY CHILDHOOD FAMILY EDUCATION
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
COMPONENT 4b: PERFORMANCE OF NON-INSTRUCTIONAL DUTIES

Element	Unsatisfactory	Developing	Proficient	Distinguished
Performance of non-instructional duties	Teacher does not make efficient use of prep time and/or does not attend or participate in staff meetings.	Teacher makes acceptable use of prep time and attends/participates in staff meetings.	Teacher's system for using prep time and participating in other non-instructional duties is effective.	Teacher works effectively with the team during prep time to develop plans; teacher actively and consistently participates in staff meetings.
Maintenance of instructional/non-instructional records	Teacher does not maintain accurate or timely records and or lesson plans.	Teacher's records are adequate but need frequent monitoring and reminders for timeliness.	Teacher's system for maintaining records is effective.	Teacher's system for maintaining non-instructional record is clear, timely and accurate.

EARLY CHILDHOOD FAMILY EDUCATION
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
COMPONENT 4c: CONTRIBUTING TO RELATIONSHIPS WITH COLLEAGUES, SCHOOL DISTRICT AND COMMUNITY

Element	Unsatisfactory	Developing	Proficient	Distinguished
Maintenance of relationships with colleagues	Teacher's relationships with colleagues are negative or uncooperative.	Teacher maintains adequate relationships with colleagues to fulfill job requirements.	Teacher's relationships with all colleagues are supportive and cooperative.	Teacher is willing to act as a formal or informal mentor to colleagues; relationships are supportive, cooperative and flexible.
Participation in site, district, community and state projects/ committees	Teacher attends class assignment only and does not participate in meetings or projects.	Teacher participates in class, site, district, community or state projects when asked.	Teacher participates in extra curricular activities and makes a substantial contribution.	Teacher participates in extra curricular activities, makes a substantial contribution and assumes a leadership role.

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EARLY CHILDHOOD FAMILY EDUCATION
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
COMPONENT 4d: PROFESSIONAL GROWTH AND DEVELOPMENT

Element	Unsatisfactory	Developing	Proficient	Distinguished
Enhancement of professional knowledge	Teacher fulfills necessary requirements to maintain reaching license.	Teacher participates in professional activities to limited extent (i.e., attends site meetings, some staff development, etc.)	Teacher seeks out opportunities for professional development outside of the program.	Teacher seeks out opportunities for professional development outside of the program and share information with colleagues both formally and informally.
Demonstration of service to the profession	Teacher is inflexible to program needs and changes; teacher does not accept new duties willingly.	Teacher is open to the changing needs of the program and maintains an open attitude to new duties.	Teacher is open to the changing needs of the program and participates in programs that promote the profession.	Teacher actively participates in programs that promote the profession (membership in professional organizations, student teacher, grant writing).

EARLY CHILDHOOD FAMILY EDUCATION
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
COMPONENT 4e: SHOWING PROFESSIONALISM

Element	Unsatisfactory	Developing	Proficient	Distinguished
Involvement in advocacy	Teacher does not participate in advocacy outside the program for families or the profession.	Teacher participates in advocacy within the community for families or the profession, when asked.	Teacher participates in legislative, community or professional activities that support best practice and public policy in early childhood and parent education.	Teacher seeks out opportunities to advocate for best practice and public policy in early childhood and parent education. Teacher encourages other staff members in their efforts.
Demonstration of ethical practices	Teacher makes decisions based on limited consideration; teacher violates confidentiality with families.	Teacher maintains an open mind and participates in team or site decision making; teacher maintains confidentiality.	Teacher approaches decision making form a program, site and personal perspective; teacher maintains confidentiality.	Teacher approaches decision making from a program, site and personal perspective. Teacher takes on a leadership role in decision making at the site. Teacher maintains confidentiality and is open to diversity issues.
Management of time	Teacher does not use prep time wisely and/or is not prepared for assignment. Teacher is late for assignment.	Teacher uses prep time effectively and is prepared for assignment. Contact time is managed effectively.	Teacher is prepared and ready for assignment. Contact time is managed effectively. Teacher uses prep time to plan alone or with colleagues.	Teacher consistently manages all time effectively. Teacher handles multiple tasks efficiently and within deadlines.
Management of conflict	Teacher does not address conflict situations or is ineffective in dealing with conflict.	Teacher's effectiveness in dealing with conflict is inconsistent.	Teacher addresses conflict in a direct, respectful way with open communication and maintains confidentiality.	Teacher proactively deals with potential conflict. Teacher's response is direct, effective and timely. Teacher maintains confidentiality.

LICENSED SPECIALISTS & RELATED SERVICES: SPECIAL EDUCATION

Special Education Licensed Specialists and Related Service Providers include:

- Speech/Language Pathologists;
- Physical Therapists;
- Occupational Therapists;
- Deaf/Hard of Hearing;
- Blind/Vision Impaired;
- Physical Health Disability Specialists, and
- Special Education Music Specialist.

LICENSED SPECIALISTS & RELATED SERVICES: SPECIAL EDUCATION
DOMAIN 1: PLANNING AND PREPARATION

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

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LICENSED SPECIALISTS & RELATED SERVICES: SPECIAL EDUCATION
DOMAIN 2: THE ENVIRONMENT

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

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LICENSED SPECIALISTS & RELATED SERVICES: SPECIAL EDUCATION
DOMAIN 3: DELIVERY OF SERVICE

Component	Unsatisfactory	Developing	Proficient	Distinguished
3a: Responding to referrals, and evaluating student needs	Specialist fails to respond to referrals, or makes hasty assessments of student needs.	Specialist responds when pressed to referrals, and makes adequate assessments of student needs.	Specialist responds to referrals, and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals, and makes highly competent assessments of student needs.
3b: Developing and implementing educational plans to promote student progress	Specialist fails to develop plans suitable to students, or mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them, or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them, and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Communicating with families	Specialist fails to communicate with families and secure necessary permission for evaluations, or communicates in an insensitive manner.	Specialist's communication with families is partially successful: permissions are obtained but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permissions, and does so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
3d: Collecting information; writing reports	Specialist neglects to collect important information on which to base educational plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base educational plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base educational plans; reports are accurate and appropriate to the audience.	Specialists is proactive in collecting important information, interviewing teachers, staff, and parents if necessary; reports are accurate and clearly written, and are tailored for the audience.
3e: Demonstrating flexibility and responsiveness	Specialist adheres to his or her plan, in spite of evidence of its inadequacy.	Specialist makes modest changes in the educational program when confronted with evidence of the need for change.	Specialist makes revisions in the educational program when it is needed.	Specialist is continually seeking way to improve the educational program, and makes changes as needed in response to student, parent, or teacher input.

LICENSED SPECIALISTS & RELATED SERVICES: SPECIAL EDUCATION
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

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

SCHOOL COUNSELORS
DOMAIN 1: PLANNING AND PREPARATION

Component	Unsatisfactory	Developing	Proficient	Distinguished
1a: Demonstrating knowledge of counseling theory and techniques, e.g., individual consultations, group process	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.
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.
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.
1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district	Counselor demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Counselor displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the community.
1e: Planning the counseling program, using individual and small group sessions, and in-class activities, and including crisis prevention, intervention, and response	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent, and serves to support not only the students individually and in groups, but the broader educational program.
1f: Developing a plan to evaluate the counseling program	Counselor has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.

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SCHOOL COUNSELORS
DOMAIN 2: THE LEARNING ENVIRONMENT

Component	Unsatisfactory	Developing	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship; counselor teaches students how to engage in positive interactions.
2b: Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
2c: Managing routines and procedures	Counselor's routines for the counseling center or classroom work are non-existent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively	Counselor's routines for the counseling center or classroom work are seamless, and students are aware of routine and procedure.
2d: Establishing standards of conduct, and contributes 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 session, and makes an significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling session, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e: Organizing physical space	The physical environment is in disarray, or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting, and conducive to the planned activities.	Counseling center or classroom arrangements are inviting, and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

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SCHOOL COUNSELORS
DOMAIN 3: DELIVERY OF SERVICE

Component	Unsatisfactory	Developing	Proficient	Distinguished
3a: Assessing student needs	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs, and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessment of student needs to contribute to program planning.
3b: Assisting students and teachers in the formulation of academic, personal/social/ emotional and career plans, based on knowledge of student needs	Counselor's program is independent of identified student needs.	Counselor's attempts to assist students and teachers to formulate academic, personal/social, and career plans are partially successful.	Counselor assists students and teachers to formulate academic, personal/social, and career plans for groups of students.	Counselor assists individual students and teachers to formulate academic, personal/social, and career plans.
3c: Establishing cooperative relationships and facilitating communication with parents and school personnel	The counselor fails to establish working relationships with parents or guardians. Makes little effort to facilitate communication with parent/guardians.	The counselor attempts to establish working relationships with parents/guardians. Communicates appropriately with parents/guardians.	The counselor establishes rapport and cooperative relationships in most situations and responds promptly to the needs for communication with parents/guardians.	The counselor is highly skilled in establishing rapport with parents/guardians, developing partnerships in working for student interest. Initiates and is pro-active in developing communication with parents/guardians.
3d: Using counseling techniques, in individual and classroom programs to include prevention efforts	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.
3e: 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.
3f: Demonstrating flexibility and responsiveness	Counselor adheres to his or her plan, 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 it is needed.	Counselor is continually seeking way to improve the counseling program, and makes changes as needed in response to student, parent, or teacher input.
3g: Managing crisis situations	The counselor does not cope well with crisis situations.	The counselor is able to assume assigned responsibilities during times of crises.	The counselor can successfully meet identified needs and assist with crisis management.	The counselor can assume a leadership role, delegating responsibility, anticipating consequences and outcomes of crises situations.

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SCHOOL COUNSELORS
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

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

SCHOOL PSYCHOLOGISTS
DOMAIN 1: PLANNING AND PREPARATION

Component	Unsatisfactory	Developing	Proficient	Distinguished
1a: Demonstrating knowledge and skill in using assessment tools and techniques to evaluate students	Psychologist demonstrates little or no knowledge and skill in using assessment tools and techniques to evaluate students.	Psychologist uses a limited number of assessment tools and techniques to evaluate students.	Psychologist uses 5-8 assessment tools and techniques to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of assessment tools and techniques to evaluate students and knows the proper situations in which each should be used.
1b: Demonstrating knowledge of child and adolescent development and psychopathology	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates developing knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations on the typical patterns.
1c: Establishing goals for psychological services appropriate to the setting and the students served	Psychologist has no clear goals for the psychological services, or they are inappropriate to either the school setting or the age of the students.	Psychologist's goals for psychological services are rudimentary, and are partially suitable to the school setting and the age of the students.	Psychologist's goals for psychological services are clear and appropriate to the school setting and to the age of the students.	Psychologist's goals for psychological services are highly appropriate to the school setting and to the age of the students, and have been developed following consultations with students, parents, and colleagues as appropriate.
1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district	Psychologist demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and resources for students available through the school or district, and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the community.
1e: Planning psychological services integrated with the regular school program to meet the needs of individual students, including prevention	Psychological services consist of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychological services have a guiding principle and include a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychological services include the important aspects of work in the setting.	Psychological services are highly coherent and preventive, and serve to support students individually, within the broader educational program.
1f: Developing a plan to evaluate psychological services	Psychologist has no plan to evaluate psychological services, or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate psychological services.	Psychologist's plan to evaluate psychological services is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with multiple sources of evidence, and a clear path towards improving psychological services on an ongoing basis.

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SCHOOL PSYCHOLOGISTS

DOMAIN 2: THE LEARNING ENVIRONMENT

Component	Unsatisfactory	Developing	Proficient	Distinguished
2a: Establishing rapport with students, using interpersonal skills, such as empathy to establish trust and reduce anxiety	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
2b: Establishing a culture for positive mental health throughout the school community (i.e., among staff, students, and parents) through such activities as in-service training and/or developing and facilitating positive behavior support systems	Psychologist makes no attempt to establish a culture for positive mental health in the school community.	Psychologist's attempts to promote a culture for positive mental health within the school community are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by the school community as a whole.
2c: Establishing a procedure for helping staff select and monitor the effectiveness of research-based interventions within the regular education classroom	Psychologist makes no attempt to establish a procedure for helping staff select and monitor the effectiveness of research-based interventions within the regular education classroom.	Psychologist's attempts to establish a procedure for helping staff select and monitor the effectiveness of interventions are partially successful (e.g., procedure may not well-defined, psychologist may not be involved in facilitating collection and analysis of evaluation data).	Psychologist has a clearly defined procedure for helping staff to select interventions, but is not consistently involved in monitoring their effectiveness through facilitating collection and analysis of evaluation data.	Psychologist has a clearly defined procedure for helping staff to select and monitor the effectiveness of research-based interventions within the regular education classroom, including facilitating the collection and analysis of evaluation data.
2d: Establishing clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of assessment are clear to everyone, and have been developed in consultation with teachers and administrators.

SCHOOL PSYCHOLOGISTS

DOMAIN 3: DELIVERY OF SERVICE

Component	Unsatisfactory	Developing	Proficient	Distinguished
3a: Responding to referrals, consulting with parents, teachers and administrators	Psychologist fails to consult with colleagues and parents or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues and parents, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues and parents, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues and parents, contributing own insights and tailoring evaluations to the questions raised in the referral.
3b: Evaluating student needs in compliance with National Association of School Pyschologists (NASP) guidelines	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students, but does not always follow established timelines and safeguards.	Psychologist administers appropriate evaluation instruments to students, and ensures that all procedures and safeguards are adhered to faithfully.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions, and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural timelines and safeguards.
3c: Consulting with evaluation teams	Psychologist declines to consult with evaluation teams.	Psychologist consults with evaluation teams when directed to do so, preparing adequate assessment plans, organizing evaluation reports, and assisting with IEP development.	Psychologist consults with evaluation teams as a standard of expectation; providing guidance with selecting assessment tools, developing assessment plans, organizing/preparing evaluation reports, and making appropriate recommendations for the development of IEP's.	Psychologist assumes leadership and consults with evaluation teams. He/she takes initiative in assisting teams with selecting assessment tools, developing assessment plans, and making appropriate recommendations in the development of IEP's. Overseeing the assembly of evaluation reports making sure that materials are prepared to meet the District's standards of due process.
3d: Collecting information; writing reports	Psychologist neglects to collect important information, reports are inaccurate or not appropriate to the audience.	Psychologist collects most of the important information for a comprehensive evaluation; reports are accurate but lacking in clarity and not always appropriate to the audience.	Psychologist collects all the important information; reports are accurate and appropriate to the audience.	Psychologist is proactive in collecting important information, interviews teachers and parents if necessary; reports are accurate and clearly written, and are tailored for the audience.

SCHOOL PSYCHOLOGISTS

DOMAIN 3: DELIVERY OF SERVICE CONTINUED...

Component	Unsatisfactory	Developing	Proficient	Distinguished
3e: Planning interventions to promote student progress	Psychologist fails to plan interventions suitable to students, or plans interventions that are mismatched with the findings of assessments.	Psychologist's plans for students are partially suitable for them, or sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them, and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3f: Demonstrating understanding of the effects of cultural and linguistic differences on assessment results, students' mental health and their response to intervention	Psychologist does not demonstrate understanding of the effects of cultural and linguistic differences on assessment results, students mental health or their response to intervention.	Psychologist demonstrates a developing level of understanding of the effects of cultural and linguistic differences (e.g., has somewhat limited or outdated knowledge base and/or only demonstrates understanding of effects on some of the areas mentioned)	Psychologist demonstrates an adequate understanding of the effects of cultural and linguistic differences on assessment results, students mental health and their response to intervention, but may not show evidence of having adapted his or her services to address these differences.	Psychologist demonstrates sophisticated understanding of cultural and linguistic differences in assessment results, students' mental health and their response to intervention, and adapts psychological services to address these differences.
3g: Actively participating on team designed to prevent and respond to crises within the school community (e.g., suicide, school violence, death of member of the school community)	Psychologist declines to participate on team designed to prevent and respond to crises within the school community.	Psychologist's participation on crisis team is occasional and sporadic. He or she does not take on any leadership role on the team.	Psychologist regularly attends crisis team meetings, but does not take on a leadership role on the team.	Psychologist is an active member of a team designed to prevent and respond to crises, demonstrating expertise and leadership in developing procedures to effectively address crisis situations.
3h: Maintaining contact with physicians and community mental health service providers	Psychologist declines to maintain contact with physicians and community service mental health service providers.	Psychologist maintains occasional contact with physicians and community service mental health service providers.	Psychologist maintains ongoing contact with physicians and community service mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
3i: Demonstrating flexibility and responsiveness	Psychologist adheres to his or her plan for psychological services, in spite of evidence of its inadequacy.	Psychologist makes modest changes in his or her plan for psychological services when confronted with evidence of the need for change.	Psychologist makes revisions in his or her plan for psychological services when they are needed.	Psychologist is continually seeking ways to improve psychological services, and makes changes as needed in response to student, parent, or teacher input.

SCHOOL PSYCHOLOGISTS
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component	Unsatisfactory	Developing	Proficient	Distinguished
4a: Reflecting on practice	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologists reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how psychological services might be improved.	Psychologists reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies for how psychological services might be improved.
4b: Communicating with families (establishing rapport, securing permissions)	Psychologist fails to communicate with families and secure necessary permission for evaluations, or communicates in an insensitive manner.	Psychologist's communication with families is partially successful: permissions are obtained but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations, and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
4c: Maintaining accurate records	Psychologist's records are in disarray; they may be missing, insecure, or illegible.	Psychologist's records are accurate and legible, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
4d: Participating in a professional community – emphasis on positive and supportive interactions	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist's participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.
4e: Engaging in professional development	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Demonstrating understanding of current technological advances that may improve the effectiveness of assessment and intervention with students	Psychologist demonstrates limited understanding of current technological advances that may improve the effectiveness of assessment and intervention with students.	Psychologist demonstrates partial or inconsistent understanding of technological advances and does not show any evidence of seeking out opportunities to improve his or her knowledge and skills in this area.	Psychologist demonstrates adequate understanding of technological advances that may improve the effectiveness of assessment and intervention with students and occasionally may seek out opportunities to increase his or her understanding.	Psychologist understands and applies current technology to improve psychological services and continually seeks out opportunities to upgrade those skills.
4g: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Psychologist displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocating for students, taking a leadership role with colleagues.

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SCHOOL SOCIAL WORKERS
DOMAIN 1: PLANNING AND PREPARATION

Component	Unsatisfactory	Developing	Proficient	Distinguished
1a. Participates in the ongoing assessment and development of the District 196 Social Work Program through attendance at team meetings, sharing of opinions and involvement on sub-committees	Social worker rarely attends or participates in meetings and/or sub-committees.	Social worker occasionally attends/participates in meetings and/or sub-committees.	Social worker regularly attends/participates in meetings and/or sub-committees.	Social worker regularly attends, actively participates, and generously contributes in meetings and sub-committees.
1b. Identifies and responds to individual school needs, as determined by social worker and administrator	Social worker is unaware of and/or unresponsive to school needs.	Social worker varies in awareness of and/or responsive to school needs.	Social worker consistently identifies and responds effectively to school needs.	Social worker is highly attuned to changing school needs, and is pro-active in responding to them.
1c. Demonstrates knowledge of child development and psychopathology	Social worker demonstrates little or no knowledge of child development and psychopathology.	Social worker demonstrates emerging knowledge of child development and psychopathology.	Social worker demonstrates thorough knowledge of child development and psychopathology.	Social worker demonstrates extensive knowledge of child development and psychopathology, and knows variations on the typical patterns.
1d. Identifies student needs in the areas of: academic performance, social and emotional functioning, mental health concerns and environmental stressors	Social worker incorrectly and/or seldom identifies student needs.	At times, social worker correctly identifies student needs.	Social worker consistently and accurately identifies student needs.	Social worker is highly active and involved on an on-going basis in identifying students' changing needs.
1e. Plans social work services to meet student needs through early intervention efforts/student assistance team use of appropriate curriculums and teaching materials	Social worker does not consistently plan services that are effective in meeting student needs.	At times, social worker plans services that are effective in meeting student needs.	Social worker routinely plans services that are effective in meeting student needs.	Social worker plans a variety of services that are highly engaging and successful in meeting student needs.

SCHOOL SOCIAL WORKERS
DOMAIN 2: LEARNING ENVIRONMENT

Component	Unsatisfactory	Developing	Proficient	Distinguished
2a. Establishes respectful and empathetic rapport with all stake holders including students, parents, educators, child protection, county services, police, and community practitioners/agencies	Social worker's interactions with students/stake holders are negative or inappropriate; students/stake holders appear uncomfortable with the social worker.	Social worker's interactions with the students/stake holders are a mix of positive and negative; social workers efforts are partially successful in developing student rapport.	Social worker's interactions with students/stake holders are positive and respectful; students/stake holders appear comfortable in interactions with the social worker.	Students/stake holders seek out the social worker, reflecting a high degree of comfort and trust in the relationship. The social worker also puts extreme effort into seeking out/gaining feedback from stakeholders.
2b. Fosters respect and cultural competence within the school environment among students and staff through participation in anti-bullying, cultural awareness, and character education efforts	Social worker makes no attempt to foster respect and cultural competence within the school environment.	Social worker attempts to promote a school environment that fosters respect and cultural competence, through participation in anti-bullying, cultural awareness, and character education efforts.	Social worker promotes a culture throughout the school that fosters respect and cultural competence, through participation in anti-bullying, cultural awareness, and character education efforts.	The culture in the school, guided by the social worker, is one of a high level of respect and cultural competence. This is accomplished by many means, including anti-bullying, cultural awareness, and character education efforts.
2c. Collaborates with teachers to develop and monitor interventions/accommodations for individual students	Social worker does not attempt to collaborate with teachers to develop and monitor interventions/ accommodations for individual students.	Social worker attempts to collaborate with teachers to develop and monitor interventions/ accommodations for individual students.	Social worker usually collaborates with teachers to develop and monitor interventions/ accommodations for individual students.	Social worker frequently and thoroughly collaborates with teachers to develop and monitor interventions/ accommodations for individual students.
2d. Provides professional consultation to educators on topics relating to mental health, family systems, and child development	Social worker makes no efforts to provide professional consultation to educators on topics relating to mental health, family systems and child development.	Social worker attempts to provide professional consultation to educators on topics relating to mental health, family systems and child development.	Social worker usually provides consultation to educators on topics relating to mental health, family systems and child development.	Social worker frequently provides consultation to educators on topics relating to mental health, family systems and child development.

SCHOOL SOCIAL WORKERS
DOMAIN 3: DELIVERY OF SERVICE

Component	Unsatisfactory	Developing	Proficient	Distinguished
3a. Provides individual support and counseling services to students through a variety of modalities. Examples include: individual, group, classroom, conflict mediation, and crisis management. Address child abuse/neglect concerns and/or attendance issues	Social worker does not offer support and counseling services necessary to address the varying needs of students. Services offered tend to be inappropriate or ineffectual.	Social worker has begun to offer a variety of support and counseling services that meet the varying needs of students. Services are sometimes effective.	Social worker consistently offers a variety of support and counseling services that effectively meet the needs of students.	Social worker provides a rich array of effective support and counseling services, on an on-going basis. Social worker is proactively involved in the continued development/ delivery of services that are innovative, engaging, and successful
3b. Provides direct service to parents through parent education, support, and referral to community resources	Social worker does not offer needed services to parents and/or is unaware of community resources.	Social worker provides some parent education, support, and referral services that, at times, are helpful and effective.	Social worker provides a variety of effective parent education and support services, and routinely assists parents in accessing needed community resources.	Social worker is frequently sought out resource for parents. A variety of effective and helpful parent education support, and referral services are offered on an on-going basis. Social worker is proactively involved in identifying and responding to the changing needs of parents.
3c. Provides early intervention strategies to reduce educational barriers through professional consultation and collaboration with teachers, administrators, and/or community practitioners	Social worker does not consult or collaborate with other key players involved with students, and/or utilizes ineffective intervention strategies to address educational barriers/student needs.	Social worker sometimes consults and collaborates with key players involved with students, and has begun to utilize effective intervention strategies to address educational barriers/student needs.	Social worker consistently consults and collaborates with key players to better understand and more effectively address academic barriers/ student needs.	Social worker is actively engaged on an ongoing basis in consulting and collaborating with key players involved with students. A variety of evidence-based intervention strategies are utilized in a highly effective manner
3d. Measures of student progress through the collection and utilization of data, obtained by teacher/parent observation, anecdotal, measurement tools, student self-report	Social worker does not collect or utilize data to measure or track student progress.	Social worker intermittently collects and utilizes data to measure and track student progress.	Social worker routinely collects and utilizes data to measure and track student progress.	Social worker actively utilizes a variety of formal and informal measurement tools to track and facilitate student progress on an ongoing basis.
3e. Effectively manages and prioritizes building needs and goals while advocating for necessary changes	Social worker is unable or unwilling to prioritize building needs and goals and/or is unresponsive or ineffectual in meeting them.	Social worker is beginning to prioritize building needs and goals and, at times, is effective in responding to them.	Social worker is routinely able to prioritize building needs and goals and is consistently effective in responding to them, Social worker recognizes and makes constructive recommendations when systemic changes are necessary.	Social worker is highly effective, efficient, and flexible in prioritizing and managing building needs and goals. Social worker assumes a leadership role in addressing crises and systemic concerns.

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SCHOOL SOCIAL WORKERS
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component	Unsatisfactory	Developing	Proficient	Distinguished
4a. Adheres to the code of ethics as prescribed by the MN Department of Education and the MN Board of Social Work, to include maintenance of appropriate boundaries, confidentiality and ethical decision-making	Social worker has no awareness of appropriate ethics.	Social worker is aware of appropriate code of ethics and usually adheres to it.	Social worker always adheres to the code of ethics.	Social worker always adheres to the code of ethics and assists in the education/consultation of others on appropriate ethics.
4b. Creates, gathers and maintains appropriate record keeping and documents to adhere to minimal best practice standards	Social worker gathers limited information and does not maintain any records or documentation.	Social worker gathers information and maintains records on some students.	Social worker gathers appropriate information and maintains records/documentation on all students serviced.	Social worker gathers appropriate information and maintains organized records/documentation on all students serviced.
4c. Engages in professional development	Social worker rarely engages in professional development opportunities.	Social worker occasionally participates in professional development opportunities.	Social worker engages in at least multiple professional development opportunities per year.	Social worker engages in multiple professional opportunities per year and shares the information with other stakeholders as deemed relevant.
4d. Participate in social work supervision/ consultation to reflect upon and enhance social work practice	Social worker does not participate in supervision or consultation.	Social worker occasionally participates in supervision/ consultation.	Social worker regularly participates in supervision/consultation.	Social worker regularly participates in supervision/consultation and acts as supervisor/consultant to others when necessary.

Domain 1: Planning and Preparation				
Component	**Unsatisfactory**	**Developing**	**Proficient**	**Distinguished**
1a: Demonstrating knowledge of current trends in specialty area (Peer Leader role) and professional development	Peer Leader demonstrates little or no familiarity with specialty area or trends in professional development.	Peer Leader demonstrates basic familiarity with specialty area or trends in professional development.	Peer Leader demonstrates thorough knowledge of specialty area or trends in professional development.	Peer Leader's knowledge of specialty area and trends in professional development is extensive; specialist is regarded as an expert by colleagues.
1b: Demonstrating knowledge of the district's program	Peer Leader demonstrates little or no knowledge of the district's Peer Leader program.	Peer Leader demonstrates basic knowledge of the district's Peer Leader program.	Peer Leader demonstrates thorough knowledge of the district's Peer Leader program.	Peer Leader demonstrates thorough knowledge of the district's Peer Leader program, and works to shape its future direction.
1c: Establishing goals for professional development appropriate to the setting and staff served.	Peer Leader has no clear goals for professional development, or they are inappropriate to either the situation or the needs of staff.	Peer Leader goals for professional development are rudimentary, and are partially suitable to the situation and the needs of staff.	Peer Leader goals for professional development are clear, and are suitable to the situation and the needs of staff.	Peer Leader goals for professional development are highly appropriate to the situation and the needs of staff. Peer Leader continues to seek out challenging new goals.
1d: Demonstrating knowledge of resources available within the school district and community	Peer Leader is unaware of resources available for assisting staff.	Peer Leader demonstrates basic knowledge of the resources available in the district for assessing staff.	Peer Leader is fully aware of resources available in the district and in the larger professional community for assisting staff.	Peer Leader actively seeks out new resources from a wide range of sources for assisting staff.
1e: Demonstrating knowledge of differentiated mentoring	Peer Leader sees no value in understanding differentiated mentoring and does not seek out such information in planning and preparation.	Peer Leader recognizes the value of differentiated mentoring but this knowledge in limited, outdated, or not used in planning and preparation.	Peer Leader's knowledge of differentiated mentoring is accurate and current. Peer Leader applies this knowledge in planning and preparation for his/her caseload as a whole or to groups of his/her caseload.	Peer Leader displays extensive and subtle understanding of differentiated mentoring and applies this knowledge in planning and preparation for individual members of his/her caseload.
1f: Planning for use of conferencing techniques to promote reflection and thinking, including but not limited to the following: *-conferencing stances* *-questioning* *-wait time* *-paraphrasing*	Peer Leader plans no conferencing techniques to help staff acquire skills in reflection, decision-making, and problem-solving for both professional interactions and future planning.	Peer Leader plans a narrow range of conferencing techniques to help staff acquire skills in reflection, decision-making, and problem-solving for both professional interactions and future planning.	Peer Leader plans a range of conferencing techniques to help staff acquire skills in reflection, decision-making, and problem-solving for both professional interactions and future planning.	Peer Leader plans an extensive range of conferencing techniques to help staff acquire skills in reflection, decision-making, and problem-solving for both professional interactions and future planning.

Domain 2: The Environment				
Component	**Unsatisfactory**	**Developing**	**Proficient**	**Distinguished**
2a: Creating an environment of respect and rapport	Peer Leader interactions with some staff are negative, demeaning, sarcastic, or inappropriate.	Peer Leader interactions with staff are generally appropriate but may reflect occasional inconsistencies, favoritism or disregard for staff cultures.	Peer Leader interactions with staff are courteous, caring and respectful.	Peer Leader demonstrates genuine caring and respect for staff. Interactions are appropriate to professional and cultural norms.
2b: Establishing a culture for ongoing instructional/professional improvement	Peer Leader conveys the sense that the work of instructional and professional improvement is externally mandated, and is not important to district improvement.	Peer Leader communicates the importance of the instructional/professional improvement concept, but with little conviction. Interactions convey inconsistent expectations for staff.	Peer Leader promotes a culture of professional inquiry in which staff seek assistance in improving their skill.	Peer Leader has established a culture of professional inquiry in which staff initiate instructional/professional practices to be undertaken with the support of the Peer Leader.
2c: Establishing clear procedures for staff to gain access to instructional/professional support	When staff wants to access assistance from the Peer Leader, they are not sure how to go about it.	Some procedures for gaining access to support are clear to staff, whereas others are not.	Peer Leader has established clear procedures for staff to use in gaining access to support.	Procedures for access to support are clear and have been developed following collaboration between Peer Leader and staff.
2d: Establishing and maintaining norms of behavior for professional interactions	Peer Leader is not responsive to the needs of staff.	Peer Leader is sometimes responsive to the needs of staff. Interactions are usually done in a timely manner.	Peer Leader is available and responsive to the needs of staff. Interactions are achieved in a timely manner.	Peer Leader is consistently responsive to the needs of staff and initiates interactions when time permits.

Domain 3: Delivery of Service				
Component	**Unsatisfactory**	**Developing**	**Proficient**	**Distinguished**
3a: Communication: oral and written language	Peer Leader's oral and written language may be inappropriate, vague, and/or judgmental.	Peer Leader's oral and written language is vague and unclear, but non-judgmental.	Peer Leader's oral and written language is clear, concise, non-judgmental language.	Peer Leader's oral and written language is clear, concise, and expressive, with well-chosen vocabulary that enriches the communication.
3b: Conferencing techniques to promote reflection and thinking include, but are not limited to the following: *- conferencing stances* *- questioning* *- wait time* *- paraphrasing*	Peer Leader has no conferencing techniques to help staff acquire skills in reflection, decision-making, and problem-solving for both professional interactions and future planning.	Peer Leader displays a narrow range of conferencing techniques to help staff acquire skills in reflection, decision-making, and problem-solving for both professional interactions and future planning.	Peer Leader uses a range of conferencing techniques to help staff acquire skills in reflection, decision-making, and problem-solving for both professional interactions and future planning.	Peer Leader uses an extensive range of conferencing techniques to help staff acquire skills in reflection, decision-making, and problem-solving for both professional interactions and future planning.
3c: Procedures: Scheduling & Follow-Up	Peer Leader uses inconsistent and unreliable methods to schedule observations and meetings. Little flexibility is demonstrated to accommodate the professional needs of the staff. Scheduling is not always completed in a timely manner.	Peer Leader schedules observations and meetings in a consistent manner. Not all meetings support the best interests of the staff's schedule or are done in a timely manner.	Peer Leader schedules observations and meetings in a method that is convenient to staff and best supports their needs as professionals. Meetings are scheduled in a timely manner.	Peer Leader schedules observations and meetings in a method that is convenient to staff and best supports their needs as professionals. The Peer Leader is flexible and responsive to individual planning styles. Meetings are scheduled in a timely manner.
3d: Observation data collection	Peer Leader is not able to collect accurate data based on a classroom observation. Peer Leader does not collect data related to the observation focus.	Peer Leader collects data with limited accuracy. Does not demonstrate a wide range of skills or methods to collect data. Peer leader is able to collect some data that relates to the observation focus.	Peer Leader collects accurate data. Demonstrates a wide range of skills and methods to collect data. The data relates to the observation focus.	Peer Leader collects accurate data using a wide range of skills and methods. The Peer Leader collects data that reflects the needs of the teacher and the observation focus.
3e: Use of differentiated mentoring	Peer Leader sees no value in understanding differentiated mentoring and does not use such information.	Peer Leader recognizes the value of differentiated mentoring, but this knowledge is limited, outdated or not used.	Peer Leader's knowledge of differentiated mentoring is accurate and current. Peer Leader applies this knowledge to his/her caseload as a whole or to groups of his/her caseload.	Peer Leader displays extensive and subtle understanding of differentiated mentoring and applies that knowledge to individual members of his/her caseload.

Domain 4: Professional Responsibilities				
Component	**Unsatisfactory**	**Developing**	**Proficient**	**Distinguished**
4a: *Reflecting on practice*	Peer Leader does not reflect on practice and/or the reflections are inaccurate.	Peer Leader's reflection on practice is moderately accurate and objective without citing specific examples.	Peer Leader's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics.	Peer Leader's reflection is highly accurate and perceptive, citing specific examples. Peer Leader draws on an extensive repertoire of strategies to improve practice.
4b: *Maintaining accurate records*	Peer Leader's system for maintaining accurate records is ineffective. Record keeping is not transferable to another Peer Leader.	Peer Leader's system for maintaining accurate records is rudimentary and partially effective. Record keeping is transferable to another Peer Leader with considerable explanation.	Peer Leader uses an organized system for maintaining accurate records that supports a clear summary of staff's professional growth and development. Record keeping is transferable to another Peer Leader with some explanation.	Peer Leader uses effective systems for maintaining accurate records that support a clear summary of staff's professional growth and development. Record keeping is transferable to another Peer Leader with minimal explanation.
4c: *Coordinating work with other professionals*	Peer Leader makes minimal effort to collaborate with other professionals within the district.	Peer Leader responds positively to the efforts of other professionals within the district to collaborate.	Peer Leader initiates efforts to collaborate with other professionals within the district.	Peer Leader takes a leadership role in coordinating projects with other professionals within and beyond the district.
4d: *Participating in a professional community*	Peer Leader's relationships with colleagues are negative or self-serving, and the Peer Leader avoids being involved in school district activities and programs.	Peer Leader's relationships with colleagues are cordial, and Peer Leader participates in school district activities and programs when specifically requested.	Peer Leader participates actively in school district activities and programs, and maintains a positive and productive relationship with colleagues.	Peer Leader makes a substantial contribution to school district activities and programs, and assumes a leadership role with colleagues.
4e: *Engaging in professional development*	Peer Leader does not engage in professional development to enhance knowledge or skill.	Peer Leader participation in professional development activities is limited to those that are convenient or are required.	Peer Leader seeks out opportunities for professional development based on an individual assessment of need.	Peer Leader seeks out opportunities for professional development and finds ways to integrate and share new knowledge and/or processes with others.
4f: *Demonstrating professional integrity and confidentiality.*	Peer Leader displays dishonesty in interactions with colleagues or violates norms of confidentiality.	Peer Leader is honest in interactions with colleagues, and occasionally needs reminders of norms of confidentiality.	Peer Leader displays honesty and integrity in interactions with colleagues, and respects norms of confidentiality.	Peer Leader holds the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

Walk-through Checklist for Administrators

Time spent in the teacher's classroom:

Mark the items observed while in the classroom:

_____1. Teacher Instructional Practices   _____2. Student engagement
_____3. Implementation of curricular initiatives   _____4. Classroom Environment
_____5. Assessment Techniques   _____6. Student Behavior
_____7. Active Reading Strategies   _____8. Use of Technology
_____9. Cooperative Discussion   _____10. Small Group Learning
_____11. Accommodations or Adaptations of the Lesson   _____12. Appropriate Feedback
_____13. Student can identify lesson objective and State lesson/task (why it is important
_____14. Teacher Circulates the Classroom   _____15. Feedback is clear and
                                                              Appropriate

Comments on Lesson: