KENAI PENINSULA BOROUGH SCHOOL DISTRICT

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M E M O R A N D U M

DATE: March 23, 2011

TO: Members, Board of Education

FROM: Steve Atwater, Ph.D.
Superintendent of Schools

RE: Frameworks Teacher Evaluation System

Background: One of our on-going challenges is to improve teachers' instruction so that it increases our level of student learning. Rather than depend solely on professional development, we now intend to rely more heavily on the teacher evaluation process as a way to meet this challenge. In response to this, the district developed a new evaluation system that, if approved, will replace the current more passive clinical model. The new Frameworks Evaluation System is far more interactive between the teacher and principal and offers teachers more assistance that will lead to instructional growth.

The Frameworks is based upon Charlotte Danielson's work in enhancing the professional practice of teaching and was piloted at all but a few of our schools this year. While the Frameworks is more labor intensive than our current evaluation tool, the vast majority of teachers and principals who use it recognize that it is an excellent way to improve instruction.

I am pleased to note that the Frameworks was developed in collaboration with our teachers and principals – its development has truly been a group effort. Also of note is that the state is seeking to better support teacher evaluation and is looking at the Frameworks as a way to do this.

Recommendation: The district administration recommends that you approve the adoption of the Frameworks Teacher Evaluation System. If approved, it will be used with all non-tenured teachers and for those tenured teachers who are not pursuing a teacher enrichment plan. Note that all tenured teachers must be evaluated every three years by the district's adopted evaluation system.

Kenai Peninsula Borough School District
Soldotna, Alaska

Certified Teacher Evaluation Handbook

kpbsd

where kids come first

KPBSD Evaluation

Information about the Kenai Model for Effective Instruction
- Overview
- Rational
- AK Statutes
- KPBSD Evaluation Continuous Growth System
- Framework for Teaching – Charlotte Danielson
- Common Vocabulary
- Four Domains – Components of Professional Practice

Evaluation Tool FY12
- Regular Education Teacher
  - Regular Education Evaluation Tool
  - Evidence of Effective Instruction – Pre/Post Observation and Self Reflection
  - Element Rubric
- Special Education Teacher/Interventionist
  - Special Education Teacher/Interventionist Evaluation Tool
  - Evidence of Effective Instruction – Pre/Post Observation and Self Reflection
  - Element Rubric
- Counselor
  - Counselor Evaluation Tool
  - Evidence of Effective Instruction – Pre/Post Observation and Self Reflection
  - Element Rubric
- Librarian
  - Librarian Evaluation Tool
  - Evidence of Effective Instruction – Pre/Post Observation and Self Reflection
  - Element Rubric
- Distance Education Teacher
  - Distance Education Teacher Evaluation Tool
  - Evidence of Effective Instruction – Pre/Post Observation and Self Reflection
  - Element Rubric
- Instructional Specialist
  - Instructional Specialist Evaluation Tool
  - Evidence of Effective Instruction – Pre/Post Observation and Self Reflection
  - Element Rubric
- Speech Language Pathologist
  - Speech Language Pathologist Evaluation Tool
  - Element Rubric
- School Psychologist
  - School Psychologist Evaluation Tool
  - Evidence of Effective Instruction – Pre/Post Observation and Self Reflection
  - Element Rubric
- Therapeutic Specialist
  - Therapeutic Specialist Evaluation Tool
  - Evidence of Effective Instruction – Pre/Post Observation and Self Reflection

- o Element Rubric
- Directed Assistance Plans & Needs Improvement Plans

Teacher Enrichment Pathway (TEP)
- Alternative Evaluation Process Overview
- TEP Timeline
- TEP Flow Chart
- TEP Pathways
- TEP Forms
  - o Plan – Initial Plan
  - o Interim Progress Report
  - o Summary Report
- TEP Checklist

Overview

The *Framework for Teaching* is a research-based set of components of instruction, aligned to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, and grounded in a constructivist view of learning and teaching. In this framework, the complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: planning and preparation (Domain 1), classroom environment (Domain 2), instruction (Domain 3), and professional responsibilities (Domain 4). Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching. The *Framework* may be used for many purposes, but its full value is realized as the foundation for the professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The *Framework* may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners.

Rationale

Teacher Evaluation

An effective system of teacher evaluation accomplishes two things: it ensures quality teaching and it promotes professional learning. The quality of teaching is the single most important determinant of student learning; a school district's system of teacher evaluation is the method by which it ensures that teaching is of high quality. Therefore, the system developed for teacher evaluation must have certain characteristics: it must be rigorous, valid, reliable, and defensible, and must be grounded in a research-based and accepted definition of good teaching. The *Framework for Teaching* provides such a foundation. In addition, however, the procedures used in teacher evaluation can be used to promote professional learning. When teachers engage in self-assessment, reflection on practice, and professional conversation, they become more thoughtful and analytic about their work, and are in a position to improve their teaching. Evaluators can contribute to teachers' professional learning through the use of in-depth reflective questions. By shifting the focus of evaluation from "inspection" to "collaborative reflection" educators can ensure the maximum benefit from the evaluation activities.

The Kenai Model for Effective Instructional Practices will include at a minimum one (1) evaluation for tenured employees and two (2) evaluations for non-tenured per year.

Clasroom Observation

Classroom observation is a professional learning opportunity for both teachers and administrators. Typically associated with supervision and evaluation, it provides essential evidence of classroom practice, and how a teacher's actions reflect the components of *The Framework for Teaching.* However, observation skills are also used by mentors and coaches and peer observers as they serve as "another set of eyes" for a teacher requesting feedback. Furthermore, all teachers, in their search for improved techniques and strategies, can observe one another for ideas on how to strengthen an aspect of their own practice.

The Kenai Model for Effective Teaching Practices will include at a minimum one (1) thirty minute formal observation (with pre/post conferences) and two (2) informal observations of at least 10 minutes. These may or may not have pre/post conferences but must be followed up with feedback for the teacher.

Alaska Statute - AS 14.20.149. Employee Evaluation.

   (a) A school board shall adopt by July 1, 1997, a certificated employee evaluation system for evaluation and improvement of the performance of the district's teachers and administrators. The evaluation system applies to all the district's certificated employees except the district's superintendent. A school board shall consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design and periodic review of the district's certificated employee evaluation system. An evaluation of a certificated employee under this section must be based on observation of the employee in the employee's workplace.

(b) The certificated employee evaluation system must
     (1) establish district performance standards for the district's teachers and administrators that are based on professional performance standards adopted by the department by regulation;
     (2) require at least two observations for the evaluation of each nontenured teacher in the district each school year;
     (3) require at least an annual evaluation of each tenured teacher in the district who met the district performance standards during the previous school year;
     (4) permit the district to limit its evaluations of tenured teachers who have consistently exceeded the district performance standards to one evaluation every two school years;
     (5) require the school district to perform an annual evaluation for each administrator;
     (6) require the school district to prepare and implement a plan of improvement for a teacher or administrator whose performance did not meet the district performance standards, except if the teacher's or administrator's performance warrants immediate dismissal under AS 14.20.170(a); and
     (7) provide an opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the teacher or administrator who is the subject of the evaluation to the evaluating administrator.

(c) A person may not conduct an evaluation under this section unless the person holds a type B certificate or is a site administrator under the supervision of a person with a type B certificate, is employed by the school district as an administrator, and has completed training in the use of the school district's teacher evaluation system.

(d) Once each school year, a school district shall offer in-service training to the certificated employees who are subject to the evaluation system. The training must address the procedures of the evaluation system, the standards that the district uses in evaluating the performance of teachers and administrators, and other information that the district considers helpful.

(e) A school district shall provide a tenured teacher whose performance, after evaluation, did not meet the district performance standards with a plan of improvement. The evaluating administrator shall consult with the tenured teacher in setting clear, specific performance expectations to be included in the plan of improvement. The plan of improvement must address ways in which the tenured teacher's performance can be improved and shall last for not less than 90 workdays and not more than 180 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the teacher. The plan of improvement

shall be based on the professional performance standards outlined in the locally adopted school district evaluation procedure. The school district must observe the teacher at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the tenured teacher's performance again does not meet the district performance standards, the district may nonretain the teacher under AS 14.20.175 (b)(1).

(f) A school district may place an administrator who has previously acquired tenure, whose performance, including performance as an evaluator under the district's certificated employee evaluation system, does not meet the district performance standards on a plan of improvement. The plan must address ways in which the administrator's performance can be improved and shall last for not less than 90 workdays and not more than 210 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the administrator being evaluated. The school district must observe the administrator being evaluated at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the administrator's performance again does not meet the district performance standards, the district may terminate its employment contract with the administrator. This subsection does not restrict the right of a school district to reassign an administrator to a teaching position consistent with the terms of an applicable collective bargaining agreement.

(g) The department may request copies of each school district's certificated employee evaluation system and changes the district makes to the systems.

(h) Information provided to a school district under the school district's certificated employee evaluation system concerning the performance of an individual being evaluated under the system is not a public record and is not subject to disclosure under AS 40.25. However, the individual who is the subject of the evaluation is entitled to a copy of the information and may waive the confidentiality provisions of this subsection concerning the information.

TEACHER EVALUATION CONTINUOUS GROWTH SYSTEM

NON-TENURED EVALUATION PLAN	TENURED PLAN		DIRECTED ASSISTANCE PLAN	NEEDS IMPROVEMENT PLAN
Purpose: To support the inductee in learning and achieving the performance standards of the profession and the District.	**Purpose:** To provide tenured teachers a structured, supportive, and collaborative environment for enhancing their on-going personal professional growth, ensuring that all staff continues to meet the standards for professional practice.		**Purpose:** To provide non-tenured or tenured teachers structure, assistance, and guidance towards meeting standards for professional practice.	**Purpose:** To provide organizational support and assistance to teachers who are not meeting the standards for professional practice.
For teachers who are non-tenured in the District. Follows the protocol (twice yearly): • Self-Reflection Conference by teacher and administrator, focusing on Domains, Components, and Elements • Pre-Formal Observation Planning Conference • Observations by evaluator (1 (30 minute) formal and 2 (10 minute) informal) • Post formal observation conference for reflection, focused on specific domain goals	***Standard Evaluation Plan*** Follows the protocol: • Self-Reflection Conference by teacher and administrator, focusing on Domains, Components, and Elements • Pre-Formal Observation Planning Conference • Observations by evaluator (1 (30 minute) formal and 2 (10 minute) informal) • Post formal observation conference for reflection, focused on specific domain goals	***Teacher Enrichment Pathway (TEP)*** Follows the protocol: Teacher-driven goals relating to Effective Teaching Model Aligned with action plans in any of the following: • Self-Directed Professional Growth • Action Research • Mentoring a New Teacher • Peer Coaching • National Boards Certification Process • Lead Teacher for Student Intern • Teacher Trainer	Follows the protocol: • More than half basic ratings in a component or domain results in a Directed Assistance Plan. • This is a directed evaluation period that focuses on components from all four Domains that are not in the *Proficient* range. • A Directed Assistance Plan will be in place for no longer than 90 days. Note: Superintendent (or designee) must be consulted BEFORE a teacher moves to Directed Assistance Plan or Needs Improvement Plan.	Follows the protocol: • This is an intensive evaluation period that focuses on components from all four Domains that are in the *unsatisfactory* performance range. • A Needs Improvement Plan will be in place between 90 and 180 days. • A Needs Improvement Plan will be written and administered according to Alaska State Statute AS 14.20.149. Note: Superintendent (or designee) approval required BEFORE a teacher moves to Directed Assistance Plan or Needs Improvement Plan.
Evaluation is based on the Evidence for Effective Teaching. Administrators are encouraged to work with non-tenured teachers on a Directed Assistance Plan when concerns are noted.	For teachers: • In first tenured year • Continuing as tenured • Designated by administrator to remain on Standard protocol • Cycling off Teacher Enrichment Pathway after 2 years • Have a significant change in assignment Tenured teachers that have more than half of Basic Element and/or Component Ratings will move to the Directed Assistance Plan.	For tenured teachers who: • Are in their second year of tenure AND who have demonstrated overall *Proficiency* in all 4 domains. • Are approved by the site administrator for this pathway • Have received at least one overall *Proficient* Standard evaluation. • May continue with Teacher Enrichment Pathway with administrator approval for next year.	For any teacher: • Whose performance remains in *Basic* overall for the previous evaluation period. Teachers on this plan are held here until all objectives of the Directed Assistance Plan are met. • Whose performance meets "overall proficiency" but who is not making progress toward full proficiency in any domain or component. After successful completion of a Directed Assistance Plan, a teacher returns to prior status. If unsuccessful, a teacher proceeds to the Needs Improvement Plan if tenured. If completion of the plan is progressing it can be continued at the discretion of administration and Human Resources.	For any teacher: • Whose performance at any point does not meet the performance criteria in the Evidence of Effective Teaching or who has failed to make adequate progress toward identified goals, • Who received an *Unsatisfactory* overall component and/or element rating for the previous evaluation period. Teachers on this plan are held here until all objectives of the Needs Improvement Plan are met, with adequate evidence to demonstrate a Basic rating. After successful completion of a Needs Improvement Plan, a teacher returns to prior status if tenured. If unsuccessful, the district will follow Alaska State Statute AS 14.20.149.

A Framework for Teaching
by Charlotte Danielson

Domain 1: Planning and Preparation

Instructional planning includes a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational encounter. But understanding the content is not sufficient; the content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students. All elements of their instructional design – learning activities, materials, and strategies –must be appropriate to both the content and the students, and aligned with larger instructional goals. In their content and process, assessment techniques must also reflect the instructional outcomes and should serve to document student progress during and at the end of a teaching episode. Furthermore, in designing assessment strategies, teachers must consider their use for formative purposes, and how assessments can provide diagnostic opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments.

Domain 2: The Classroom Environment

Teachers create a learning environment through positive interpersonal interactions, efficient routines and procedures, clear and consistent standards of conduct, and a safe physical environment that supports the learning purposes. In addition, the environment encourages students to take pride in their work and to assume responsibility for their learning. Students respond to the warmth and caring of teachers, their high expectations for achievement, and their commitment to students. Students feel safe with these teachers and know that they can count on the teachers to be fair and, when necessary, compassionate. Students are also sensitive to the subtle messages they receive from teachers as to their capabilities. The components of Domain 2 are not associated with the learning of any particular content; instead, they set the stage for all learning. The teacher establishes a comfortable and respectful classroom environment, which cultivates a culture for learning and creates a safe place for risk-taking. The atmosphere is businesslike, with non-instructional routines and procedures handled efficiently; student behavior is cooperative and non-disruptive; and the physical environment conducive to learning.

Domain 3: Instruction

Domain 3 contains the components that are at the essential heart of teaching – the actual engagement of students in learning, through the vision of students developing complex understanding and participating in a community of learners. Students are engaged in meaningful work, which carries significance beyond the next test and is relevant to students' lives. Teachers who excel in Domain 3 have finely honed instructional skills. Their work in the classroom is fluid and flexible; they can shift easily from one approach to another when the situation demands it. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking, and serve to extend understanding. They are attentive to different students in the class, and the degree to which they are thoughtfully engaged; they carefully monitor student understanding as they go (through well-designed questions or activities) and make minor mid-course corrections as needed. And above all, they promote the emergence of self-directed learners fully engaged in the work at hand.

Domain 4: Professional Responsibilities

The components in Domain 4 are associated with being a true professional educator: they encompass the roles assumed outside of and in addition to those in the classroom with students. Students rarely observe these activities; parents and the larger community observe them only intermittently. But the activities are critical to preserving and enhancing the profession. Educators exercise some of them (for example, maintaining records and communicating with families) immediately upon entering the profession, since they are integral to their work with students. Domain 4 consists of a wide range of professional responsibilities, from self-reflection and professional growth, to participation in a professional community, to contributions made to the profession as a whole.
The components also include interactions with the families of students, contacts with the larger community and advocacy for students. Domain 4 captures the essence of professionalism by teachers; teachers are, as a result of their skills in this domain, full members of the teaching profession, and committed to its enhancement.

Effective Instructional Practices
Common Vocabulary

domain

A broad yet distinctive area of teaching, *Frameworks for Teaching* identifies 4 domains

components

Defines a distinct aspect of a domain

elements

Distinct features of a component

standard evaluation

Must be used every third year for tenured staff, includes all four domains and the identified components in each

Teacher Enrichment Pathway (TEP)

An alternative to the standard evaluation for staff in their second year of tenure. Allows for personal goal setting and a plan for achieving the goal. May be a two year plan.

evaluation tool

The form used to record evidence and document ratings for teacher evaluation

rubric

A guide listing specific criteria to be used in rating teacher performance

directed assistance plan

A plan developed collaboratively between a teacher and a principal to assist the teacher in improving instructional and professional practices. Required when overall rating for a domain and/or component is below proficient.

preconference

A meeting between a teacher and a principal to discuss effective instructional and professional practices, possible evidence that would show that these practices are being implemented, and to set the stage for a formal observation.

formal observation

Pre-scheduled time for an administrator to observe a teacher teaching. Each evaluation must include one formal observation (a minimum of 30 consecutive minutes)

informal observation

Drop in classroom visits made by the principal to gain understanding of a teacher's instructional and professional practices. Each evaluation must be preceded by a minimum of two 10 minute informal observations followed by feedback.

evidence

Objective, observable information that provides support for ratings of teachers' instructional and professional practices.

A Framework for Teaching
Components of Professional Practice

Domain 1: Planning and Preparation	Domain 2: Classroom Environment
1a. Demonstrating knowledge of content and pedagogy ▪ *knowledge of content and the structure of the discipline* ▪ *knowledge of prerequisite relationships* ▪ *knowledge of content-related pedagogy* 1b. Demonstrating knowledge of students ▪ *knowledge of child and adolescent development* ▪ *knowledge of the learning process* ▪ *knowledge of students' skills, knowledge and language proficiency* ▪ *knowledge of students' interests and cultural heritage* ▪ *knowledge of students' special needs* 1c. Setting instructional outcomes ▪ *value, sequence and alignment* ▪ *clarity* ▪ *balance* ▪ *suitability for diverse learners* 1d. Demonstrating knowledge of resources ▪ *resources for classroom use* ▪ *resources to extend content knowledge and pedagogy* ▪ *resources for students* 1e. Designing coherent instruction ▪ *learning activities* ▪ *instructional materials and resources* ▪ *instructional groups* ▪ *lesson and unit structure* 1f. Designing student assessments ▪ *congruence with instructional outcomes* ▪ *criteria and standards* ▪ *design of formative assessments* ▪ *use for planning*	2a. Creating an environment of respect and rapport ▪ *teacher interaction with students* ▪ *student interactions with one another* 2b. Establishing a culture for learning ▪ *importance of the content* ▪ *expectations for learning and achievement* ▪ *student pride in work* 2c. Managing classroom procedures ▪ *management of instructional groups* ▪ *management of transitions* ▪ *management of materials and supplies* ▪ *performance of non-instructional duties* ▪ *supervision of volunteers and paraprofessionals* 2d. Managing student behavior ▪ *expectations* ▪ *monitoring of student behavior* ▪ *responses to student misbehavior* 2e. Organizing physical space ▪ *safety and accessibility* ▪ *arrangement of furniture and use of physical resources*
Domain 4: Professional Responsibilities	Domain 3: Instruction
4a. Reflection on Teaching ▪ *accuracy* ▪ *use in future teaching* 4b. Maintaining accurate records ▪ *student completion of assignments* ▪ *student progress in learning* ▪ *non-instructional records* 4c. Communicating with families ▪ *information about the instructional program* ▪ *information about individual students* ▪ *engagement of families in the instructional program* 4d. Participating in a professional community ▪ *relationships with colleagues* ▪ *involvement in a culture of professional inquiry* ▪ *service to school* ▪ *participation in school and district projects* 4e. Growing and developing professionally ▪ *enhancement of content knowledge and pedagogical skill* ▪ *receptivity to feedback from colleagues* ▪ *service to profession* 4f. Showing professionalism ▪ *integrity and ethical conduct* ▪ *service to students* ▪ *advocacy* ▪ *decision making* ▪ *Compliance with school and district regulations*	3a. Communicating with students ▪ *expectations for learning* ▪ *directions and procedures* ▪ *explanations of content* ▪ *use of oral and written language* 3b. Using questioning and discussion techniques ▪ *quality of questions* ▪ *discussion techniques* ▪ *student participation* 3c. Engaging students in learning ▪ *activities and assignments* ▪ *grouping of students* ▪ *instructional materials and resources* ▪ *structure and pacing* 3d. Using assessment in instruction ▪ *assessment criteria* ▪ *monitoring of student learning* ▪ *feedback to students* ▪ *student self-assessment and monitoring of progress* 3e. Demonstrating flexibility and responsiveness ▪ *lesson adjustment* ▪ *response to students* ▪ *persistence*

Kenai Peninsula Borough School District Evaluation System
(Regular Education Teacher FY12)

Educator Name: _____

Subjects(s): _____ Grade Level(s): _____

Administrator Name: _____

Formal Observation Date(s)	Informal Observation Date(s) (10 minutes per observation)
Pre-Observation: _____	Date Observed: _____
Observation (30 minutes): _____	Date Observed: _____
Post-Observation: _____	

Domain 1: Planning and Preparation				
Component 1d: *Demonstrating Knowledge of Resources*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Resources for classroom use	☐	☐	☐	☐
Resources to extend content knowledge and pedagogy	☐	☐	☐	☐
Resources for students	☐	☐	☐	☐
Component 1e: *Designing Coherent Instruction*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Learning activities	☐	☐	☐	☐
Instructional materials and resources	☐	☐	☐	☐
Instructional groups	☐	☐	☐	☐
Lesson and unit structure	☐	☐	☐	☐
Component 1f: *Designing Student Assessments*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Congruence with instructional outcomes	☐	☐	☐	☐
Criteria and standards	☐	☐	☐	☐
Design of formative assessments	☐	☐	☐	☐
Use for planning	☐	☐	☐	☐
Evidence for Component Elements:				

Domain 2: The Classroom Environment				
Component 2c: *Managing Classroom Procedures*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Management of instructional groups	☐	☐	☐	☐
Management of transitions	☐	☐	☐	☐
Management of materials and supplies	☐	☐	☐	☐
Performance of non-instructional duties	☐	☐	☐	☐
Supervision of volunteers and paraprofessionals	☐	☐	☐	☐
Component 2d: *Managing Student Behavior*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Expectations	☐	☐	☐	☐
Monitoring of student behavior	☐	☐	☐	☐
Response to student misbehavior	☐	☐	☐	☐
Evidence for Component Elements:				

Kenai Peninsula Borough School District Evaluation System

(Regular Education Teacher FY12)

Domain 3: Instruction				
Component 3b: *Using Questioning and Discussion Techniques* **OVERALL PROFICIENT** ☐				
Elements:	UNSAT	BASIC	PROF	DIST
Quality of questions	☐	☐	☐	☐
Discussion techniques	☐	☐	☐	☐
Student participation	☐	☐	☐	☐
Component 3c: *Engaging Students in Learning* **OVERALL PROFICIENT** ☐				
Elements:	UNSAT	BASIC	PROF	DIST
Activities and assignments	☐	☐	☐	☐
Grouping of students	☐	☐	☐	☐
Instructional materials and resources	☐	☐	☐	☐
Structure and pacing	☐	☐	☐	☐
Component 3d: *Using Assessment in Instruction* **OVERALL PROFICIENT** ☐				
Elements:	UNSAT	BASIC	PROF	DIST
Assessment criteria	☐	☐	☐	☐
Monitoring of student learning	☐	☐	☐	☐
Feedback to students	☐	☐	☐	☐
Student self-assessment and monitoring of progress	☐	☐	☐	☐
Evidence for Component Elements:				

Domain 4: Professional Responsibilities				
Component 4d: *Participating in a Professional Community* **OVERALL PROFICIENT** ☐				
Elements:	UNSAT	BASIC	PROF	DIST
Relationships with colleagues	☐	☐	☐	☐
Involvement in a culture of professional inquiry	☐	☐	☐	☐
Service to the school	☐	☐	☐	☐
Participation in school and district projects	☐	☐	☐	☐
Component 4f: *Showing Professionalism* **OVERALL PROFICIENT** ☐				
Elements:	UNSAT	BASIC	PROF	DIST
Integrity and ethical conduct	☐	☐	☐	☐
Service to students	☐	☐	☐	☐
Advocacy	☐	☐	☐	☐
Decision making	☐	☐	☐	☐
Compliance with school and district regulations	☐	☐	☐	☐
Evidence for Component Elements:				

STATEMENT: *A formal conference was held on   with my evaluator. I understand that I have five work days to study and prepare a response which will be attached to this evaluation prior to being sent to Human Resources. My response will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.*

Administrator's signature: _____   Date: _____

Educator's signature: _____   Date: _____

Evidence of Effective Practices - Used for Pre and Post Observation and Self Reflection
(Regular Education Teacher FY12)

Educator: _____ School: _____ Grade Levels(s): _____

Subject(s): _____ Observer: _____ Date: _____

Summary of Lesson: _____

Domain 1: Planning and Preparation				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1d: Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for the students who need them. The teacher does not seek knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
Evidence:				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1e: Designing Coherent Instruction	The Series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
Evidence:				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1f: Designing Student Assessments	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contributions to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
Evidence:				

Domain 2: The Classroom Environment				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
2c: Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.
Evidence:				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
2d: Managing Student Behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Evidence :				
Domain 3: Instruction				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
3b: Using Questioning and Discussion Techniques	The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in a rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
Evidence:				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
3c: Engaging Students in Learning	Activities and assignments, material and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not full maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
Evidence :				

Component	Unsatisfactory	Basic	Proficient	Distinguished
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources.

Evidence :

Domain 4: Professional Responsibilities				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
4d: Participating in a Professional Community	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contributions to the professional community and to the school and district events and projects, and assumes a leadership role among faculty.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
4f: Showing Professionalism	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, going just enough to get by.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.

Evidence :

DOMAIN 1: PLANNING AND PREPARATION

Component 1d: Demonstrating Knowledge of Resources

Elements: Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Resources for classroom use	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations, universities, on the Internet and encourages the integration of community resources beyond school walls.
Resources to extend content knowledge and pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations, universities, on the Internet and encourages the integration of community resources beyond school walls.
Resources for students	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, on the Internet and encourages the integration of community resources beyond school walls.

Component 1e: Designing Coherent Instruction

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Focuses on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials. Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

Component 1f: Designing Student Assessments Elements: Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning			
	L E V E L O F P E R F O R M A N C E		
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**

ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Congruence with instructional outcomes	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT			

Component 2c: Managing Classroom Procedures Elements: Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of noninstructional duties • Supervision of volunteers and paraprofessionals			
	L E V E L O F P E R F O R M A N C E		

ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity by monitoring, defining, prioritizing and completing tasks without direct oversight. Physical environment supports the teaching and learning of 21st century skill outcomes.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are - handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	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 smooth operation.
Performance of noninstructional duties	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are only fairly efficient, resulting in some 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 and are idle 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.

Component 2d: Managing Student Behavior Elements: Expectations • Monitoring of student behavior • Response to student misbehavior			
	L E V E L O F P E R F O R M A N C E		

ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, 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 the 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. Inspire others to reach their very best via example and selflessness. Act responsibly with the interests of the larger community in mind.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	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 effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

DOMAIN 3: INSTRUCTION

Component 3b: Using Questioning and Discussion Techniques
Elements: Quality of questions • Discussion techniques • Student participation

L E V E L   O F   P E R F O R M A N C E

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality, using various types of reasoning (inductive, deductive, etc.) as appropriate to the situation. Adequate time is provided for students to respond	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students identify and ask significant questions that clarify various points of view and lead to better solutions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Know when it is appropriate to listen and when to speak.
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion. Know when it is appropriate to listen and when to speak. Conduct themselves in a respectable, professional manner.

Component 3c: Engaging Students in Learning
Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

L E V E L   O F   P E R F O R M A N C E

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. Use a wide range of idea creation techniques (such as brainstorming).	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups adapt to varied roles, jobs responsibilities, schedules, and contexts. They are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups and work effectively in a climate of ambiguity and changing priorities.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning and go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.
Structure and pacing	The lesson has no clearly defined structure, or the pace 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 a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection on learning experiences and processes and closure. Pacing of the lesson is appropriate for all students.

Component 3d: Using Assessment in Instruction
Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	|	L E V E L O F P E R F O R M A N C E		
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, have contributed to the development of the criteria and have set goals with tangible and intangible success criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4d: Participating in a Professional Community
Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	L E V E L O F P E R F O R M A N C E			
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
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 one 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.

Component 4f: Showing Professionalism
Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	L E V E L O F P E R F O R M A N C E			
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
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 to ensure that all students receive a fair opportunity to succeed.	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.
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations 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 departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Kenai Peninsula Borough School District Evaluation System

(Special Education Teacher/Interventionist FY12)

Educator Name: _____

Subjects(s): _____   Grade Level(s): _____

Administrator Name: _____

Formal Observation Date(s)	Informal Observation Date(s) (10 minutes per observation)
Pre-Observation: _____	Date Observed: _____
Observation (30 minutes): _____	Date Observed: _____
Post-Observation: _____	

Domain 1: Planning and Preparation				
Component 1d: *Demonstrating Knowledge of Resources*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Resources for classroom use	☐	☐	☐	☐
Resources to extend content knowledge and pedagogy	☐	☐	☐	☐
Resources for students	☐	☐	☐	☐
Component 1e: *Designing Coherent Instruction*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Learning activities	☐	☐	☐	☐
Instructional materials and resources	☐	☐	☐	☐
Instructional groups	☐	☐	☐	☐
Lesson and unit structure	☐	☐	☐	☐
Component 1f: *Designing Student Assessments*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Congruence with instructional outcomes	☐	☐	☐	☐
Criteria and standards	☐	☐	☐	☐
Design of formative assessments	☐	☐	☐	☐
Use for planning	☐	☐	☐	☐
Evidence for Component Elements:				

Domain 2: The Classroom Environment				
Component 2c: *Managing Classroom Procedures*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Management of instructional groups	☐	☐	☐	☐
Management of transitions	☐	☐	☐	☐
Management of materials and supplies	☐	☐	☐	☐
Performance of non-instructional duties	☐	☐	☐	☐
Supervision of volunteers and paraprofessionals	☐	☐	☐	☐
Component 2d: *Managing Student Behavior*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Expectations	☐	☐	☐	☐
Monitoring of student behavior	☐	☐	☐	☐
Response to student misbehavior	☐	☐	☐	☐
Evidence for Component Elements:				

Kenai Peninsula Borough School District Evaluation System

(Special Education Teacher/Interventionist FY12)

Domain 3: Instruction				
Component 3b: *Using Questioning and Discussion Techniques*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Quality of questions	☐	☐	☐	☐
Discussion techniques	☐	☐	☐	☐
Student participation	☐	☐	☐	☐
Component 3c: *Engaging Students in Learning*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Activities and assignments	☐	☐	☐	☐
Grouping of students	☐	☐	☐	☐
Instructional materials and resources	☐	☐	☐	☐
Structure and pacing	☐	☐	☐	☐
Component 3d: *Using Assessment in Instruction*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Assessment criteria	☐	☐	☐	☐
Monitoring of student learning	☐	☐	☐	☐
Feedback to students	☐	☐	☐	☐
Student self-assessment and monitoring of progress	☐	☐	☐	☐
Evidence for Component Elements:				

Domain 4: Professional Responsibilities				
Component 4b: *Maintaining Accurate Records*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Student completion of assignments	☐	☐	☐	☐
Student progress in learning	☐	☐	☐	☐
Non-instructional records	☐	☐	☐	☐
Component 4d: *Participating in a Professional Community*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Relationships with colleagues	☐	☐	☐	☐
Involvement in a culture of professional inquiry	☐	☐	☐	☐
Service to the school	☐	☐	☐	☐
Participation in school and district projects	☐	☐	☐	☐
Component 4f: *Showing Professionalism*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Integrity and ethical conduct	☐	☐	☐	☐
Service to students	☐	☐	☐	☐
Advocacy	☐	☐	☐	☐
Decision making	☐	☐	☐	☐
Compliance with school and district regulations	☐	☐	☐	☐
Evidence for Component Elements:				

STATEMENT: *A formal conference was held on   with my evaluator. I understand that I have five work days to study and prepare a response which will be attached to this evaluation prior to being sent to Human Resources. My response will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.*

Administrator's signature: _____ Date: _____

Educator's signature: _____ Date: _____

Evidence of Effective Practices - Used for Pre and Post Observation and Self Reflection

(Special Education Teacher/Interventionist FY12)

Educator: _____ School: _____ Grade Levels(s): _____

Subject(s): _____ Observer: _____ Date: _____

Summary of Lesson: _____

Domain 1: Planning and Preparation				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1d: Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for the students who need them. The teacher does not seek knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
Evidence:				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1e: Designing Coherent Instruction	The Series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
Evidence:				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1f: Designing Student Assessments	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contributions to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
Evidence:				

Domain 2: The Classroom Environment				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
2c: Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.
Evidence:				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
2d: Managing Student Behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Evidence :				
Domain 3: Instruction				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
3b: Using Questioning and Discussion Techniques	The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in a rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
Evidence:				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
3c: Engaging Students in Learning	Activities and assignments, material and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not full maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
Evidence :				

Component	Unsatisfactory	Basic	Proficient	Distinguished
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources.

Evidence :

Domain 4: Professional Responsibilities				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
4b: Maintaining Accurate Records	The teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
4d: Participating in a Professional Community	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contributions to the professional community and to the school and district events and projects, and assumes a leadership role among faculty.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
4f: Showing Professionalism	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, going just enough to get by.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.

Evidence :

DOMAIN 1: PLANNING AND PREPARATION			
Component 1d: Demonstrating Knowledge of Resources Elements: Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students			
L E V E L O F P E R F O R M A N C E			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**

ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Resources for classroom use	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations, universities, on the Internet and encourages the integration of community resources beyond school walls.
Resources to extend content knowledge and pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations, universities, on the Internet and encourages the integration of community resources beyond school walls.
Resources for students	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, on the Internet and encourages the integration of community resources beyond school walls.

Component 1e: Designing Coherent Instruction Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure			
L E V E L O F P E R F O R M A N C E			

ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Focuses on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials. Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

Component 1f: Designing Student Assessments Elements: Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning			
	L E V E L O F P E R F O R M A N C E		
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**

ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Congruence with instructional outcomes	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2c: Managing Classroom Procedures Elements: Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of noninstructional duties • Supervision of volunteers and paraprofessionals			
	L E V E L O F P E R F O R M A N C E		

ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity by monitoring, defining, prioritizing and completing tasks without direct oversight. Physical environment supports the teaching and learning of 21st century skill outcomes.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are - handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	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 smooth operation.
Performance of noninstructional duties	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are only fairly efficient, resulting in some 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 and are idle 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.

Component 2d: Managing Student Behavior Elements: Expectations • Monitoring of student behavior • Response to student misbehavior			
	L E V E L O F P E R F O R M A N C E		

ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, 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 the 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. Inspire others to reach their very best via example and selflessness. Act responsibly with the interests of the larger community in mind.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	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 effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

DOMAIN 3: INSTRUCTION

Component 3b: Using Questioning and Discussion Techniques
Elements: Quality of questions • Discussion techniques • Student participation

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality, using various types of reasoning (inductive, deductive, etc.) as appropriate to the situation. Adequate time is provided for students to respond	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students identify and ask significant questions that clarify various points of view and lead to better solutions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Know when it is appropriate to listen and when to speak.
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion. Know when it is appropriate to listen and when to speak. Conduct themselves in a respectable, professional manner.

Component 3c: Engaging Students in Learning
Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. Use a wide range of idea creation techniques (such as brainstorming).	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups adapt to varied roles, jobs responsibilities, schedules, and contexts. They are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups and work effectively in a climate of ambiguity and changing priorities.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning and go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.
Structure and pacing	The lesson has no clearly defined structure, or the pace 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 a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection on learning experiences and processes and closure. Pacing of the lesson is appropriate for all students.

Component 3d: Using Assessment in Instruction
Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

	L E V E L O F P E R F O R M A N C E			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, have contributed to the development of the criteria and have set goals with tangible and intangible success criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4b: Maintaining Accurate Records
Elements: Student completion of assignments • Student progress in learning • Noninstructional records

	L E V E L O F P E R F O R M A N C E			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**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 maintaining the 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 only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
Noninstructional records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	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.

Component 4d: Participating in a Professional Community
Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects

	L E V E L O F P E R F O R M A N C E			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
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 one 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.

Component 4f: Showing Professionalism			
Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district			
	L E V E L O F P E R F O R M A N C E			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
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 to ensure that all students receive a fair opportunity to succeed.	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.
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations 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 departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Kenai Peninsula Borough School District Evaluation System
(Counselor FY12)

Educator Name:

Subjects(s): _____ Grade Level(s): _____

Administrator Name:

Formal Observation Date(s) | Informal Observation Date(s) (10 minutes per observation)

Pre-Observation: _____ | Date Observed: _____

Observation (30 minutes): _____ | Date Observed: _____

Post-Observation: _____

Domain 1: Planning and Preparation				
Component 1c: *Establishing goals for the counseling program appropriate to the setting and the students served.*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Alignment of goals to student population	☐	☐	☐	☐
Awareness of student and family cultural differences	☐	☐	☐	☐
Component 1d: *Demonstrating knowledge of state and federal regulations and resources both within and beyond the school and district.*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Awareness of student and family rights as they apply in the school setting	☐	☐	☐	☐
Awareness of post-secondary resources within and outside of the state	☐	☐	☐	☐
Evidence for Component Elements:				

Domain 2: The Environment				
Component 2a: *Creating an environment of respect and rapport.*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Counselor interactions with students	☐	☐	☐	☐
Appropriateness of physical environments of counseling area	☐	☐	☐	☐
Component 2b: *Establishing a culture for productive communication.*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Establishing positive working relationships with parents and guardians	☐	☐	☐	☐
Communicating with appropriate school and district personnel	☐	☐	☐	☐
Evidence for Component Elements:				

Domain 3: Delivery of Service				
Component 3a: *Assessing student needs.*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Ability to guide students in assessing their individual strengths and weaknesses	☐	☐	☐	☐
Ability to analyze student data	☐	☐	☐	☐
Component 3b: *Assisting Students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs.*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Ability to guide students and teacher in collaborative postsecondary goal setting	☐	☐	☐	☐
Ability to assist students in transitions to and from school	☐	☐	☐	☐

Evidence for Component Elements:					
Domain 4: Professional Responsibilities					
Component 4b: *Maintaining records and submitting them in a timely fashion.*	**OVERALL PROFICIENT**	☐			
Elements:		UNSAT	BASIC	PROF	DIST
Timely updates of student records		☐	☐	☐	☐
Appropriate sharing of student records		☐	☐	☐	☐
Component 4c: *Communicating with families.*	**OVERALL PROFICIENT**	☐			
Elements:		UNSAT	BASIC	PROF	DIST
Ability to provide and interpret records for families		☐	☐	☐	☐
Timely communication of student information to families		☐	☐	☐	☐
Evidence for Component Elements:					

STATEMENT: *A formal conference was held on   with my evaluator. I understand that I have five work days to study and prepare a response which will be attached to this evaluation prior to being sent to Human Resources. My response will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.*

Administrator's signature: _____ Date: _____

Educator's signature: _____ Date: _____

Evidence of Effective Practices - Used for Pre and Post Observation and Self Reflection

(Counselor FY12)

Educator: _____   School: _____

Observer: _____   Date: _____

Summary of Activity: _____

Domain 1: Planning and Preparation				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1c: Establishing goals for the counseling program appropriate to the setting and the students served	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
Evidence:				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
Evidence:				

Domain 2: The Environment				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
2a: Creating an environment of respect and rapport	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
Evidence:				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
2b: Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
Evidence :				

Domain 3: Delivery of Service				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
3a: Assessing student needs	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
Evidence:				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
Evidence :				

Domain 4: Professional Responsibilities				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
4b: Maintaining records and submitting them in a timely fashion	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
Evidence:				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
4c: Communicating with families	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
Evidence :				

DOMAIN 1: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1c: Establishing goals for the counseling program appropriate to the setting and the students served	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.

DOMAIN 2: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an environment of respect and rapport	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
2b: Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.

DOMAIN 3: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Assessing student needs	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4b: Maintaining records and submitting them in a timely fashion	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: Communicating with families	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.

Kenai Peninsula Borough School District Evaluation System

(Librarian FY12)

Educator Name: _____

Subjects(s): _____   Grade Level(s): _____

Administrator Name: _____

Formal Observation Date(s)	Informal Observation Date(s) (10 minutes per observation)
Pre-Observation: _____	Date Observed: _____
Observation (30 minutes): _____	Date Observed: _____
Post-Observation: _____	

Domain 1: Planning and Preparation	OVERALL PROFICIENT ☐			
	UNSAT	BASIC	PROF	DIST
Component 1d: *Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan*	☐	☐	☐	☐
Component 1e: *Planning the library/media program integrated with the overall school program*	☐	☐	☐	☐
Component 1f: *Developing a plan to evaluate the library/media program*	☐	☐	☐	☐
Evidence for Components:				

Domain 2: The Environment	OVERALL PROFICIENT ☐			
	UNSAT	BASIC	PROF	DIST
Component 2c: *Establishing and maintaining library procedures*	☐	☐	☐	☐
Component 2d: *Managing student behavior*	☐	☐	☐	☐
Evidence for Components:				

Domain 3: Delivery of Service	OVERALL PROFICIENT ☐			
	UNSAT	BASIC	PROF	DIST
Component 3b: *Collaborating with teachers in the design of instructional units and lessons*	☐	☐	☐	☐
Component 3c: *Engaging students in enjoying literature and in learning information skills*	☐	☐	☐	☐
Component 3d: *Assisting students and teachers in the use of technology in the library/media center*	☐	☐	☐	☐
Evidence for Components:				

Domain 4: Professional Responsibilities	OVERALL PROFICIENT ☐			
	UNSAT	BASIC	PROF	DIST
Component 4d: *Participating in a professional community*	☐	☐	☐	☐
Component 4f: *Showing professionalism*	☐	☐	☐	☐
Evidence for Components:				

STATEMENT: *A formal conference was held on _____ with my evaluator. I understand that I have five work days to study and prepare a response which will be attached to this evaluation prior to being sent to Human Resources. My response will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.*

Administrator's signature: _____   Date: _____

Educator's signature: _____   Date: _____

Evidence of Effective Practices - Used for Pre and Post Observation and Self Reflection

(Librarian FY12)

Educator: _____ School: _____

Observer: _____ Date: _____

Summary of Activity: _____

Domain 1: Planning and Preparation				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
Evidence:				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1e: Planning the library/media program integrated with the overall school program	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall - structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.
Evidence:				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1f: Developing a plan to evaluate the library/media program	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Evidence:				
Domain 2: The Environment				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
2c: Establishing and - maintaining library - procedures	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.

Evidence:				

Component	Unsatisfactory	Basic	Proficient	Distinguished
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

Evidence :

Domain 3: Delivery of Service				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
3b: Collaborating with teachers in the design of instructional units and lessons	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging students in enjoying literature and in learning information skills	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.

Evidence :

Component	Unsatisfactory	Basic	Proficient	Distinguished
3d: Assisting students and teachers in the use of technology in the library/media center	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.

Evidence :

Domain 4: Professional Responsibilities				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
4d: Participating in a professional community	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
4f: Showing professionalism	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.
Evidence :				

DOMAIN 1: PLANNING AND PREPARATION

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

DOMAIN 2: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2c: Establishing and maintaining library procedures	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

DOMAIN 3: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3b: Collaborating with teachers in the design of instructional units and lessons	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3c: Engaging students in enjoying literature and in learning information skills	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
3d: Assisting students and teachers in the use of technology in the library/media center	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES			
	L E V E L O F P E R F O R M A N C E		
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4d: Participating in a professional community	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4f: Showing professionalism	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

Kenai Peninsula Borough School District Evaluation System
(Distance Education Teacher FY12)

Educator Name:

Subjects(s):   Grade Level(s):

Administrator Name:

Formal Observation Date(s)   Informal Observation Date(s) (10 minutes per observation)

Pre-Observation: Date Observed:

Observation (30 minutes):   Date Observed:

Post-Observation:

Domain 1: Planning and Preparation				
Component 1a: *Demonstrating Knowledge of Content and Pedagogy* **OVERALL PROFICIENT** ☐				
Elements	UNSAT	BASIC	PROF	DIST
Knowledge of content and the structure of the discipline	☐	☐	☐	☐
Knowledge of prerequisite relationships	☐	☐	☐	☐
Knowledge of content-related pedagogy	☐	☐	☐	☐
Component 1d: *Demonstrating Knowledge of Resources* **OVERALL PROFICIENT** ☐				
Elements:	UNSAT	BASIC	PROF	DIST
Resources for classroom use	☐	☐	☐	☐
Resources to extend content knowledge and pedagogy	☐	☐	☐	☐
Resources for students	☐	☐	☐	☐
Evidence for Component Elements:				

Domain 2: The Classroom Environment				
Component 2a: *Creating an Environment of Respect and Rapport* **OVERALL PROFICIENT** ☐				
Elements:	UNSAT	BASIC	PROF	DIST
Teacher interaction with students	☐	☐	☐	☐
Student interactions with other students	☐	☐	☐	☐
Component 2b: *Establishing a Culture for Learning* **OVERALL PROFICIENT** ☐				
Element	UNSAT	BASIC	PROF	DIST
Importance of the content	☐	☐	☐	☐
Expectations for learning and achievement	☐	☐	☐	☐
Student pride in work	☐	☐	☐	☐
Evidence for Component Elements:				

Domain 3: Instruction				
Component 3a: *Communicating with Students* **OVERALL PROFICIENT** ☐				
Elements:	UNSAT	BASIC	PROF	DIST
Expectations for learning	☐	☐	☐	☐
Directions and procedures	☐	☐	☐	☐
Explanations of content	☐	☐	☐	☐
Use of oral and written language	☐	☐	☐	☐
Component 3c: *Engaging Students in Learning* **OVERALL PROFICIENT** ☐				
Elements:	UNSAT	BASIC	PROF	DIST
Activities and assignments	☐	☐	☐	☐
Grouping of students	☐	☐	☐	☐
Instructional materials and resources	☐	☐	☐	☐
Structure and pacing	☐	☐	☐	☐

Evidence for Component Elements:				

Domain 4: Professional Responsibilities				
Component 4d: *Participating in a Professional Community*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Relationships with colleagues	☐	☐	☐	☐
Involvement in a culture of professional inquiry	☐	☐	☐	☐
Service to the school	☐	☐	☐	☐
Participation in school and district projects	☐	☐	☐	☐
Component 4f: *Showing Professionalism*	**OVERALL PROFICIENT** ☐			
Elements:	UNSAT	BASIC	PROF	DIST
Integrity and ethical conduct	☐	☐	☐	☐
Service to students	☐	☐	☐	☐
Advocacy	☐	☐	☐	☐
Decision making	☐	☐	☐	☐
Compliance with school and district regulations	☐	☐	☐	☐

Evidence for Component Elements:				

STATEMENT: *A formal conference was held on   with my evaluator. I understand that I have five work days to study and prepare a response which will be attached to this evaluation prior to being sent to Human Resources. My response will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.*

Administrator's signature: _____ Date: _____

Educator's signature: _____ Date: _____

Evidence of Effective Practices - Used for Pre and Post Observation and Self Reflection

(Distance Education Teacher FY12)

Educator: _____ School: _____ Grade Levels(s): _____

Subject(s): _____ Observer: _____ Date: _____

Summary of Lesson: _____

Domain 1: Planning and Preparation				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1a : Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
Evidence:				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1d: Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for the students who need them. The teacher does not seek knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
Evidence:				

Domain 2: The Classroom Environment				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
2a: Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
Evidence:				

Component	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.

Evidence :

		Domain 3: Instruction		
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
3a: Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging Students in Learning	Activities and assignments, material and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not full maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.

Evidence :

Domain 4: Professional Responsibilities				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
4d: Participating in a Professional Community	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contributions to the professional community and to the school and district events and projects, and assumes a leadership role among faculty.
Evidence:				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
4f: Showing Professionalism	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, going just enough to get by.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.
Evidence :				

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content and Pedagogy
Elements: Knowledge of content and structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of content and the structure of the discipline	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledge of prerequisite relationships	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledge of content-related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

Component 1d: Demonstrating Knowledge of Resources
Elements: Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Resources for classroom use	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations, universities, on the Internet and encourages the integration of community resources beyond school walls.
Resources to extend content knowledge and pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations, universities, on the Internet and encourages the integration of community resources beyond school walls.
Resources for students	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, on the Internet and encourages the integration of community resources beyond school walls.

DOMAIN 2: THE CLASSROOM ENVIRONMENT			

Component 2a: Creating an Environment of Respect and Rapport
Elements: Teacher interaction with students • Student interactions with other students

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	**BASIC**	**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 the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

Component 2b: Establishing a Culture for Learning
Elements: Importance of the content • Expectations for learning and achievement • Student pride in work

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been 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 content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
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 to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

DOMAIN 3: INSTRUCTION

Component 3a: Communicating with Students
Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
		L E V E L O F P E R F O R M A N C E		
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. 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 and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

Component 3c: Engaging Students in Learning
Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
		L E V E L O F P E R F O R M A N C E		
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. Use a wide range of idea creation techniques (such as brainstorming).	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups adapt to varied roles, jobs responsibilities, schedules, and contexts. They are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups and work effectively in a climate of ambiguity and changing priorities.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning and go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.
Structure and pacing	The lesson has no clearly defined structure, or the pace 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 a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection on learning experiences and processes and closure. Pacing of the lesson is appropriate for all students.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES			
Component 4d: Participating in a Professional Community			
Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects			
	L E V E L O F P E R F O R M A N C E		
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
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 one 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.
Component 4f: Showing Professionalism			
Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district			
	L E V E L O F P E R F O R M A N C E		
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
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 to ensure that all students receive a fair opportunity to succeed.	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.
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations 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 departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Kenai Peninsula Borough School District Evaluation System
(Instructional Specialist FY12)

Educator Name: _____

Subjects(s): _____ Grade Level(s): _____

Administrator Name: _____

Formal Observation Date(s)	Informal Observation Date(s) (10 minutes per observation)
Pre-Observation: _____	Date Observed: _____
Observation (30 minutes): _____	Date Observed: _____
Post-Observation: _____	

Domain 1: Planning and Preparation	OVERALL PROFICIENT ☐			
	UNSAT	BASIC	PROF	DIST
Component 1a: *Demonstrating knowledge of current trends in specialty area and professional development*	☐	☐	☐	☐
Component 1b: *Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program*	☐	☐	☐	☐
Component 1c: *Establishing goals for the instructional support program appropriate to the setting and the teachers served*	☐	☐	☐	☐
Component 1d: *Demonstrating knowledge of resources, both within and beyond the school and district*	☐	☐	☐	☐
Component 1e: *Planning the instructional support program, integrated with the overall school program*	☐	☐	☐	☐
Component 1f: *Developing a plan to evaluate the instructional support program*	☐	☐	☐	☐
Evidence for Components:				

Domain 2: The Environment	OVERALL PROFICIENT ☐			
	UNSAT	BASIC	PROF	DIST
Component 2a: *Creating an environment of trust and respect*	☐	☐	☐	☐
Component 2b: *Establishing a culture for ongoing instructional improvement*	☐	☐	☐	☐
Component 2c: *Establishing clear procedures for teachers to gain access to instructional support*	☐	☐	☐	☐
Component 2d: *Establishing and maintaining norms of behavior for professional interactions*	☐	☐	☐	☐
Component 2e: *Organizing physical space for workshops or training*	☐	☐	☐	☐
Evidence for Components:				

Domain 3: Delivery of Service	OVERALL PROFICIENT ☐			
	UNSAT	BASIC	PROF	DIST
Component 3a: *Collaborating with teachers in the design of instructional units and lessons*	☐	☐	☐	☐
Component 3b: *Engaging teachers in learning new instructional skills*	☐	☐	☐	☐
Component 3c: *Sharing expertise with staff*	☐	☐	☐	☐
Component 3d: *Locating resources for teachers to support instructional improvement*	☐	☐	☐	☐
Component 3e: *Demonstrating flexibility and responsiveness*	☐	☐	☐	☐
Evidence for Components:				

Kenai Peninsula Borough School District Evaluation System

(Instructional Specialist FY12)

Domain 4: Professional Responsibilities	OVERALL PROFICIENT	☐		
	UNSAT	BASIC	PROF	DIST
Component 4a: *Reflecting on practice*	☐	☐	☐	☐
Component 4b: *Preparing and submitting budgets and reports*	☐	☐	☐	☐
Component 4c: *Coordinating work with other instructional specialists*	☐	☐	☐	☐
Component 4d: *Participating in a professional community*	☐	☐	☐	☐
Component 4e: *Engaging in professional development*	☐	☐	☐	☐
Component 4f: *Showing professionalism, including integrity and confidentiality*	☐	☐	☐	☐
Evidence for Components:				

STATEMENT: *A formal conference was held on   with my evaluator. I understand that I have five work days to study and prepare a response which will be attached to this evaluation prior to being sent to Human Resources. My response will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.*

Administrator's signature: _____   Date: _____

Educator's signature: _____   Date: _____

Evidence of Effective Practices - Used for Pre and Post Observation and Self Reflection

(Instructional Specialist FY12)

Educator: _____   School: _____

Observer: _____   Date: _____

Summary of Activity: _____

Domain 1: Planning and Preparation				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1a: Demonstrating knowledge of current trends in specialty area and professional development	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
Evidence:				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
Evidence:				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served	Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
Evidence:				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
Evidence:				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1e: Planning the instructional support program, integrated with the overall school program	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
1f: Developing a plan to evaluate the instructional support program	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Evidence:

Domain 2: The Environment				
Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of trust and respect	Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a culture for ongoing instructional improvement	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
2c: Establishing clear procedures for teachers to gain access to instructional support	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
2d: Establishing and maintaining norms of behavior for professional interactions	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Instructional specialist's efforts to establish norms of professional conduct are partially successful.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
2e: Organizing physical space for workshops or training	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Evidence :

Domain 3: Delivery of Service				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
3a: Collaborating with teachers in the design of instructional units and lessons	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.

Evidence :

Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
3b: Engaging teachers in learning new instructional skills	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.

Evidence :

Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
3c: Sharing expertise with staff	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.

Evidence:

Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
3d: Locating resources for teachers to support instructional improvement	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.

Evidence :

Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
3e: Demonstrating flexibility and responsiveness	Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

Evidence :

Domain 4: Professional Responsibilities				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
4a: Reflecting on practice	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
4b: Preparing and submitting budgets and reports	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
4c: Coordinating work with other instructional specialists	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
4d: Participating in a professional community	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
4e: Engaging in professional development	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.

Evidence :

Component	Unsatisfactory	Basic	Proficient	Distinguished
4f: Showing professionalism, including integrity and confidentiality	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

Evidence :

DOMAIN 1: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge of current trends in specialty area and professional development	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served	Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
1e: Planning the instructional support program, integrated with the overall school program	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.
1f: Developing a plan to evaluate the instructional support program	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is - important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2: THE ENVIRONMENT

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

DOMAIN 3: DELIVERY OF SERVICE			
	L E V E L O F P E R F O R M A N C E		
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
3a: Collaborating with teachers in the design of instructional units and lessons	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3b: Engaging teachers in learning new instructional skills	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
3c: Sharing expertise with staff	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.
3d: Locating resources for teachers to support instructional improvement	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
3e: Demonstrating flexibility and responsiveness	Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES			
	L E V E L O F P E R F O R M A N C E		
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
4a: Reflecting on practice	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b: Preparing and submitting budgets and reports	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
4c: Coordinating work with other instructional specialists	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.
4d: Participating in a professional community	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
4f: Showing professionalism, including integrity and confidentiality	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

Kenai Peninsula Borough School District Evaluation System

(Speech Language Pathologist FY12)

Educator Name: _____

Subjects(s): _____   Grade Level(s): _____

Administrator Name: _____

Formal Observation Date(s)   Informal Observation Date(s) (10 minutes per observation)

Pre-Observation: _____   Date Observed: _____

Observation (30 minutes): _____   Date Observed: _____

Post-Observation: _____

Domain 1: Planning and Preparation				
Component 1a: *Demonstrating knowledge and skill in speech language pathology* **OVERALL PROFICIENT** ☐				
Elements:	UNSAT	BASIC	PROF	DIST
Knowledge of content and the structure of the discipline	☐	☐	☐	☐
Knowledge of prerequisite relationships	☐	☐	☐	☐
Component 1e: *Planning the therapy program, integrated with the regular school program, to meet the needs of individual students* **OVERALL PROFICIENT** ☐				
Elements:	UNSAT	BASIC	PROF	DIST
Therapy activities connected to general curriculum	☐	☐	☐	☐
Instructional materials and resources	☐	☐	☐	☐
Instructional groups	☐	☐	☐	☐
Therapy session structure	☐	☐	☐	☐
Component 1f: *Developing a plan to evaluate the students' therapy program* **OVERALL PROFICIENT** ☐				
Elements:	UNSAT	BASIC	PROF	DIST
Goals and Objectives	☐	☐	☐	☐
Design of formative assessments	☐	☐	☐	☐
Progress data collected and used for planning	☐	☐	☐	☐
Evidence for Component Elements:				

Domain 2: The Environment				
Component 2b: *Organizing time efficiently* **OVERALL PROFICIENT** ☐				
Elements:	UNSAT	BASIC	PROF	DIST
Maintaining special education timelines	☐	☐	☐	☐
Effective student scheduling and grouping	☐	☐	☐	☐
Managing transitions	☐	☐	☐	☐
Supervision of paraprofessionals	☐	☐	☐	☐
Component 2e: *Organizing Physical Space for Testing of Students and Providing Therapy* **OVERALL PROFICIENT** ☐				
Elements:	UNSAT	BASIC	PROF	DIST
Safety and accessibility	☐	☐	☐	☐
Use of shared space	☐	☐	☐	☐
Management of supplies and materials	☐	☐	☐	☐
Evidence for Component Elements:				

Kenai Peninsula Borough School District Evaluation System

(Speech Language Pathologist FY12)

Domain 3: Delivery of Service				
Component 3a: *Responding to referrals and evaluating student needs* **OVERALL PROFICIENT** ☐				
Elements:	UNSAT	BASIC	PROF	DIST
Selection of assessment materials	☐	☐	☐	☐
Administration of assessments	☐	☐	☐	☐
Interpretation of assessments	☐	☐	☐	☐
Use of assessments to determine plan	☐	☐	☐	☐
Component 3b: *Developing and implementing treatment plans to maximize students' success* **OVERALL PROFICIENT** ☐				
Elements:	UNSAT	BASIC	PROF	DIST
Activities and assignments	☐	☐	☐	☐
Grouping of students	☐	☐	☐	☐
Instructional materials and resources	☐	☐	☐	☐
Structure and pacing	☐	☐	☐	☐
Component 3c: *Communicating with families* **OVERALL PROFICIENT** ☐				
Elements:	UNSAT	BASIC	PROF	DIST
IEP Meetings	☐	☐	☐	☐
Disability information	☐	☐	☐	☐
Communication concerning progress	☐	☐	☐	☐
Evidence for Component Elements:				

Domain 4: Professional Responsibilities				
Component 4c: *Maintaining an effective data management system* **OVERALL PROFICIENT** ☐				
Elements:	UNSAT	BASIC	PROF	DIST
Student progress on goals and objectives	☐	☐	☐	☐
Attendance and non-instructional records	☐	☐	☐	☐
Medicaid Billing and Reporting (if applicable)	☐	☐	☐	☐
Component 4f: *Showing Professionalism, Including Integrity, Advocacy, and Maintaining Confidentiality* **OVERALL PROFICIENT** ☐				
Elements:	UNSAT	BASIC	PROF	DIST
Integrity and ethical conduct	☐	☐	☐	☐
Service to students	☐	☐	☐	☐
Advocacy	☐	☐	☐	☐
Decision making	☐	☐	☐	☐
Compliance with school and district regulations, including confidentiality requirements	☐	☐	☐	☐
Evidence for Component Elements:				

STATEMENT: *A formal conference was held on* _____ *with my evaluator. I understand that I have five work days to study and prepare a response which will be attached to this evaluation prior to being sent to Human Resources. My response will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.*

Administrator's signature: _____ Date: _____

Educator's signature: _____ Date: _____

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating knowledge and skill in speech language pathology
Elements: Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships

L E V E L   O F   P E R F O R M A N C E

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of content and the structure of the discipline	In planning and practice, SLP makes content errors, demonstrates little knowledge or skills in therapy and/ or does not correct errors made by students.	SLP is familiar with the important therapy concepts, but may display lack of awareness of how these concepts relate to one another.	SLP displays solid knowledge of the important therapy concepts and how these relate to one another.	SLP displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. SLP maintains CCCs.
Knowledge of prerequisite relationships	SLP's plans and practices display little understanding of prerequisite relationships important to student learning of the content.	SLP's plans and practices indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	SLP's plans and practices reflect accurate understanding of prerequisite relationships among topics and concepts.	SLP's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.

Component 1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students
Elements: Therapy activities connected to general curriculum • Instructional materials and resources • Instructional groups • Therapy session structure

L E V E L   O F   P E R F O R M A N C E

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Therapy activities connected to general curriculum	Therapy activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity. No attempt is made to connect activities to the general curriculum.	Only some of the therapy activities are suitable to students or to the therapy outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students. Some activities connect or relate to the general curriculum.	All of the therapy activities are suitable to students or to the therapy outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. Majority of therapy activities connect to the general curriculum.	Therapy activities are highly suitable to diverse learners, support the instructional outcomes, and connect with the general curriculum. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
Therapy session structure	The therapy session has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The therapy session has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The therapy session has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The therapy session's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

Component 1f: Developing a plan to evaluate the students' therapy program
Elements: Goals and objectives • Design of formative assessments • Progress data used for planning

L E V E L   O F   P E R F O R M A N C E

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Goals and Objectives	Goals and objectives are not specific or measurable. No attempt is made to make goals and objectives relevant to individual student needs or outcomes.	Goals and objectives are somewhat specific and measurable but contain vague language or are difficult to understand. Goals and objectives are minimally relevant to student needs and outcomes.	Goals and objectives are measurable and specific. Goals and objectives are functional and relevant to student needs.	Goals and objectives are clear, measurable, and specific. They are clearly individualized for student needs and provide a basis for a functional measurement of student growth. Goals and objectives are relevant to the overall program of the student.
Design of formative assessments	SLP has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	SLP has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as SLP use of the assessment information.
Progress data collected and used for planning	SLP does not collect or report quarterly data consistently has no plans to use assessment results in designing future therapy.	SLP collects quarterly data and reports it, but with minimal information. Some data is used to adjust instruction, but without a clear plan.	SLP collects data and clearly reports it quarterly. SLP plans to use assessment results for future instruction for groups of students.	SLP collects data and clearly reports it quarterly. SLP plans to use assessment results to plan future instruction for individual students.

DOMAIN 2: THE ENVIRONMENT

Component 2b: Organizing time efficiently
Elements: Maintaining special education timelines • Effective student scheduling and grouping • Managing transitions • Supervision of paraprofessionals

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Maintaining special education timelines	SLP routinely misses deadlines or appears unaware of special education timelines.	SLP generally meets timelines but requires reminders and often is rushed or haphazard in organizing timelines.	SLP meets all deadlines and has a system to ensure timelines are followed.	SLP meets or exceeds deadlines and has a clearly developed system that also assists other members of the team in knowing deadlines.
Effective student scheduling and grouping	SLP does not group students effectively and schedule is not efficient. SLP does not schedule groups in a timely fashion.	SLP groups students effectively according to needs, but does not schedule efficiently, resulting in poor use of time.	SLP groups students effectively and groups are made to maximize learning time.	SLP groups students effectively and groups are made that maximize learning time. SLP is proficient in designing and adjusting student schedules as needs change.
Managing transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Supervision of paraprofessionals	Paraprofessionals have no clearly defined duties and are idle or left without duties most of the time.	Paraprofessionals are productively engaged during portions of class time but require frequent supervision due to lack of instruction from SLP.	SLP provides adequate support for the paraprofessionals to be productively and independently engaged during the therapy session.	SLP identifies strengths of the paraprofessionals to enable the paraprofessional to make a substantive contribution to the therapy environment.

Component 2e: Organizing Physical Space for Testing of Students and Providing Therapy
Elements: Safety and accessibility • Use of shared space • Management of supplies and materials

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students. SLP is unwilling to modify room to meet student needs.	The classroom is safe, and at least essential learning is accessible to most students. SLP modifies environment somewhat or as requested to meet student needs.	The classroom is safe, and learning is equally accessible to all students. SLP modifies environment as needed to provide a safe, accessible environment.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students. SLP modifies environment to provide for maximum learning as well as safety and accessibility.
Use of shared space	SLP is uncooperative or hinders accessibility of space for other professionals.	SLP follows direction of administration concerning shared space and respects other professionals.	SLP cooperates with other professionals and works with them to cooperatively develop effective use of shared space.	SLP works to develop the most effective use of shared space for all professionals and contributes ideas that provide optimum learning environments for all students.
Management of supplies and materials	The classroom is disorganized. Materials are usually unavailable.	The classroom is moderately well organized. Materials may be difficult to find when needed.	Classroom is well organized and materials are available when needed.	Classroom is highly organized and inviting. Materials are convenient when needed.

DOMAIN 3: DELIVERY OF SERVICE

Component 3a: Responding to referrals and evaluating student needs
Elements: Selection of assessment materials • Administration of assessments • Interpretation of assessments • Use of assessments to determine plan

	L E V E L O F P E R F O R M A N C E			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Selection of assessment materials	SLP uses inappropriate assessments or an extremely limited selection.	SLP chooses appropriate materials, but tends to use the same assessment materials rather than making determinations based on individual students.	SLP selects assessment materials based on individual student characteristics. SLP has a broad repertoire of assessment knowledge.	SLP selects assessment materials based on individual student characteristics. SLP has a broad repertoire of assessment knowledge and adjusts planned assessments as new needs arise.
Administration of assessments	SLP does not follow assessment protocol. Scoring is inconsistent and SLP is unaware of proper administration of assessments.	SLP has rudimentary knowledge of assessment administration but testing session is somewhat awkward.	SLP has solid knowledge of assessment administration. Testing session appears smooth and SLP is confident and prepared in approach.	SLP has extensive assessment knowledge and testing session flows smoothly. SLP is confident and skilled in conducting assessment.
Interpretation of assessments	SLP does not clearly interpret assessment scores and does not appear to understand what scores represent.	SLP can interpret scores according to guide but has limited ability to explain scores in relation to student need.	SLP can clearly interpret assessment results and relate results to overall student performance. SLP can describe how assessment scores impact areas of student learning.	SLP can clearly interpret assessment results, relate results to overall student performance and how scores impact areas of student learning. Assessment results provide a clear learning profile for other team members and valuable information for determining a plan.
Use of assessments to determine plan	Student plan appears to have little or no connection to assessment results.	Assessment results are used to guide student plan, but many student plans look similar, with little regard for individual results.	Assessment results clearly provide basis for student plans. There is a clear link between the assessment and the course of action for students on an individual basis.	Assessment results are used to determine specific plans that provide for maximum student learning.

Component 3b: Developing and implementing treatment plans to maximize students' success
Elements: Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

	L E V E L O F P E R F O R M A N C E			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and pacing	The lesson has no clearly defined structure, or the pace 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 a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

Component 3c: Communicating with families
Elements: IEP Meetings • Disability information • Communication concerning progress

	L E V E L O F P E R F O R M A N C E			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
IEP Meetings	SLP is unprepared for IEP meetings, does not share pertinent information, and/or is disrespectful to parents. Meeting is treated as a burden and input is not solicited from members.	SLP is courteous, but provides little specific information concerning student needs and progress. Paperwork is present, but primarily blank. Meeting has no specific agenda. Input is only partially solicited from members.	SLP is courteous, professional and has data present to share with parents. Agenda is available to all and followed. IEP paperwork is present and at least partially completed in draft form or previous year's copy is present to provide working document. Input is valued from all members.	SLP is courteous, professional and has data present to share with parents. Agenda is available to all ahead of time. IEP paperwork is present and at least partially completed in draft form or previous year's copy is present to provide working document. Member input is solicited ahead of time and all members are equally valued. Meeting flows smoothly.
Disability information	SLP is overly blunt or vague concerning disability. Families are not given information concerning child's needs.	SLP provides limited information concerning disability and does not seek to help families understand impact of disability.	SLP provides specific information concerning disability and is positive and sensitive when sharing information.	SLP provides specific information in a sensitive manner to families and helps parents understand impact disability may have as well as ways to better accommodate the child at home.
Communication concerning progress	SLP does not communicate progress or communicates limited information in subjective terms.	SLP communicates minimally with parents according to required timelines, but provides little helpful information or explanation of data.	SLP communicates at least quarterly with objective data and helpful explanations in family-friendly terms.	SLP communicates more frequently than required with objective data, explanation in easy to understand terms and provides ideas, suggestions, and examples to increase progress.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4c: Maintaining an effective data management system
Elements: Student progress on goals and objectives • Attendance and non-instructional records • Medicaid billing and reporting

	L E V E L O F P E R F O R M A N C E			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Student progress on goals and objectives	SLP has no system for maintaining information on student progress towards goals and objectives, or the system is in disarray.	SLP's system for maintaining information on student progress towards goals and objectives is rudimentary and only partially effective.	SLP's system for maintaining information on student progress towards goals and objectives is fully effective.	SLP's system for maintaining information on student progress towards goals and objectives is fully effective. Students contribute information and participate in interpreting the records.
Attendance and non-instructional records	SLP's records for attendance and non-instructional activities are in disarray, resulting in errors and confusion.	SLP's records for attendance and non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	SLP's system for maintaining attendance and information on non-instructional activities is fully effective.	SLP's system for maintaining information on attendance and non-instructional activities is highly effective, and students contribute to its maintenance.
Medicaid Billing and Reporting (if applicable)	SLP does not complete Medicaid billing.	SLP completes some Medicaid billing, but billings are haphazard or contain missing pieces.	SLP completes Medicaid billing the majority of the time with only occasional reminders needed.	SLP completes all Medicaid billing in a timely fashion, requiring infrequent reminders or corrections.

Component 4f: Showing Professionalism, Including Integrity, Advocacy, and Maintaining Confidentiality
Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

	L E V E L O F P E R F O R M A N C E			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Integrity and ethical conduct	SLP displays dishonesty in interactions with colleagues, students, and the public.	SLP is honest in interactions with colleagues, students, and the public.	SLP displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	SLP can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to students	SLP is not alert to students' needs.	SLP's attempts to serve students are inconsistent.	SLP is active in serving students.	SLP is highly proactive in serving students, seeking out resources when needed.
Advocacy	SLP contributes to school practices that result in some students being ill served by the school.	SLP does not knowingly contribute to some students being ill served by the school.	SLP works to ensure that all students receive a fair opportunity to succeed.	SLP makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision making	SLP makes decisions and recommendations based on self-serving interests.	SLP's decisions and recommendations are based on limited though genuinely professional considerations.	SLP maintains an open mind and participates in team or departmental decision making.	SLP takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations, including confidentiality requirements	SLP displays dishonesty in interactions with colleagues and violates norms of confidentiality.	SLP is honest in interactions with colleagues and respects norms of confidentiality.	SLP displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	SLP can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

Kenai Peninsula Borough School District Evaluation System

(School Psychologist FY12)

Educator Name: _____

Subjects(s): _____ Grade Level(s): _____

Administrator Name: _____

Formal Observation Date(s)   Informal Observation Date(s) (10 minutes per observation)

Pre-Observation: _____ Date Observed: _____

Observation (30 minutes): _____ Date Observed: _____

Post-Observation: _____

Domain 1: Planning and Preparation	OVERALL PROFICIENT	☐		
	UNSAT	BASIC	PROF	DIST
Component 1a: *Knows, selects, and skillfully uses psychological instruments to evaluate students*	☐	☐	☐	☐
Component 1f: *Demonstrating knowledge of and following professional ethical standards*	☐	☐	☐	☐
Evidence for Components:				

Domain 2: The Environment	OVERALL PROFICIENT	☐		
	UNSAT	BASIC	PROF	DIST
Component 2a: *Establishing rapport with students*	☐	☐	☐	☐
Component 2b: *Supporting and advocating for an improved understanding, acceptance, and application of psychological factors in student behavior and learning*	☐	☐	☐	☐
Component 2c: *Clarifying, educating, and maintaining clear procedures for referrals*	☐	☐	☐	☐
Evidence for Components:				

Domain 3: Delivery of Service	OVERALL PROFICIENT	☐		
	UNSAT	BASIC	PROF	DIST
Component 3a: *Responding to referrals; consulting with teachers, administrators, and parents*	☐	☐	☐	☐
Component 3c: *Participates in preevaluation meetings, triennial IEPs, Manifestation meetings, RTI Tier 3 meetings where applicable, and school special education department meetings where applicable*	☐	☐	☐	☐
Component 3e: *Consulting and planning interventions to maximize students' likelihood of success*				
Evidence for Components:				

Domain 4: Professional Responsibilities	OVERALL PROFICIENT	☐		
	UNSAT	BASIC	PROF	DIST
Component 4b: *Communicating with families*	☐	☐	☐	☐
Component 4c: *Maintaining accurate records*	☐	☐	☐	☐
Evidence for Components:				

STATEMENT: *A formal conference was held on   with my evaluator. I understand that I have five work days to study and prepare a response which will be attached to this evaluation prior to being sent to Human Resources. My response will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.*

Administrator's signature: _____ Date: _____

Educator's signature: _____ Date: _____

Evidence of Effective Practices - Used for Pre and Post Observation and Self Reflection

(School Psychologist FY12)

Educator: _____ School: _____

Observer: _____ Date: _____

Summary of Activity: _____

Domain 1: Planning and Preparation				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1a: Knows, selects, and skillfully uses psychological instruments to evaluate students	Psychologist's comments or reports show errors in interpretation or knowledge of instruments or psychometric concepts; selects inadequate or insufficient methods; or, lacks confidence or makes multiple or repeated errors when administering psychological instruments to students.	Psychologist's comments or reports show no errors in interpretation or knowledge of instruments or psychometric concepts; selects adequate but minimum number of methods; and, is confident and rarely makes errors when administering psychological instruments to students.	Meets BASIC criteria for this component AND: Comments or reports show psychologist applies and adapts data to specific student evaluated; routinely uses a variety of methods that fulfill "RIOT", and offers pragmatic recommendations based on the data.	Meets the PROFICIENT criteria AND During the year, psychologist uses a variety/range of psychological instruments to evaluate students; acquires knowledge and skill regarding a new instrument or method and presents to colleagues; can clearly explain to various groups the underlying theory, strengths, weaknesses and implications of each instrument and method used.
Evidence:				

Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1f: Demonstrating knowledge of and following professional ethical standards	Psychologist demonstrates little or no knowledge of professional ethical standards or violates standards during the course of performing their duties.	Psychologist demonstrates knowledge of most professional ethical standards but is vague or uncertain at times regarding their meaning and application. There may be a minor error but no major instances of ethical violations.	Psychologist demonstrates knowledge of professional ethical standards, can apply them and explain them well, and routinely follows them in performing their professional duties.	Meets the PROFICIENT criteria AND Has shown the ability to behave ethically despite difficult circumstances OR is regularly consulted regarding ethical questions/concerns by peers and those outside the profession
Evidence:				

Domain 2: The Environment				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
2a: Establishing rapport with students	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable when working with the psychologist.	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 with psychologist.	Meets the PROFICIENT criteria AND Students with whom the psychologist is working 1) seek out the psychologist, 2) show or describe a high degree of comfort and trust in the relationship AND 3) tolerate at least some confrontation or challenging from the psychologist when needed
Evidence:				

Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
2b: Supporting and advocating for an improved understanding, acceptance, and application of psychological factors in student behavior and learning	Psychologist makes no attempt to improve understanding, acceptance, or application of psychological factors or principals to improve student behavior and learning in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist makes one or two unorganized, or weak attempts to improve understanding, acceptance, or application of psychological factors or principals to improve student behavior and learning in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist has a plan and makes multiple attempts to improve understanding, acceptance, or application of psychological factors or principals to improve student behavior and learning in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist has successfully implemented a multi-tiered plan to improve understanding, acceptance, or application of psychological factors or principals and can demonstrate improved student behavior and learning in the school as a whole, either among students or teachers, or between students and teachers.
Evidence:				

Component	Unsatisfactory	Basic	Proficient	Distinguished
2c: Clarifying, educating, and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear and many teachers are unaware of the process.	Procedures for referrals and for arranging meetings and consultations are clear to most teachers	Procedures for referrals and for arranging meetings and consultations are clear to nearly everyone, are reviewed annually with teachers and administrators, and are revised, as needed, based on consultation with school staff. AND Psychologist is an active member of I-team.

Evidence :

Domain 3: Delivery of Service

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Responding to referrals; consulting with teachers, administrators, and parents	Psychologist fails to consult with colleagues, teachers, administrators or parents; fails to identify referral questions or tailor evaluations and reports to the referral questions raised.	Psychologist responds on a sporadic basis; evaluations only answer some of the referral questions/concerns or do so in vague, or minimally helpful manner; responds to all referrals or consult requests but is slow to respond.	Psychologist consults frequently with colleagues, teachers, administrators or parents; tailors evaluations and reports to the questions raised in the referral providing clear answers that are helpful; responds rapidly to referrals and consultation requests.	Meets criteria for PROFICIENT AND Verbal or written explanations consistently, clearly go beyond questions raised and provide conceptualizations of relevant factors that enhance the teams understanding of the student or situation.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
3c: Participates in preevaluation meetings, triennial IEPs, Manifestation meetings, RtI Tier 3 meetings where applicable, and school special education department meetings where applicable	Psychologist attends required meetings a cumulative total of less than 70% of the time; does not actively participate when present.	Psychologist attends required meetings a cumulative total of 70 to 90% of the time; attends triennial IEP and Manifestation meetings 80 to 90% of the time; regularly contributes to discussion.	Psychologist attends a cumulative total of 90% or more of required meetings; actively participates and facilitates discussion.	Meets criteria for PROFICIENT AND Is a leader in one or more areas but does not monopolize leadership role; actively invites and encourages others to participate; input is repeatedly sought or requested by other team members

Evidence :

Component	Unsatisfactory	Basic	Proficient	Distinguished
3e: Consulting and planning interventions to maximize students' likelihood of success	Psychologist fails to consult with staff and/or plan interventions suitable to students; or, interventions are mismatched with the findings of the assessments.	Psychologist consults with staff about interventions sometimes and plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist regularly consults with staff regarding intervention plans; plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students addressing change by targeting multiple factors (e.g. environmental, interpersonal, etc); regularly finds ways to creatively meet student needs and incorporate many related elements.

Evidence :

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4b: Communicating with families	Psychologist fails to communicate with families in a sensitive manner. There have been multiple instances where students, parents, teachers, or administrators have complained about the psychologist's remarks.	Psychologist's communication with families are occasionally insensitive to cultural and linguistic traditions or come across as diplomatic but cool or reserved.	Psychologist communicates with families and does so in a manner sensitive to cultural and linguistic traditions. Families are listened to and conflicts or disagreements are communicated diplomatically with respect and understanding.	Psychologist communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust and convey respect, caring, and understanding. Psychologist has shown adept skill at diffusing tension and clarifying misunderstandings.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
4c: Maintaining accurate records	Psychologist's records are in disarray; they may be missing, illegible, or poorly organized.	Psychologist's records are accurate and legible, are stored in a secure location, and adequately organized.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. Reports are submitted prior to deadline.	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 and organized so that a record could be readily found if needed in the psychologist's absence.
Evidence :				

DOMAIN 1: PLANNING AND PREPARATION

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	L E V E L O F P E R F O R M A N C E			
1a: Knows, selects, and skillfully uses psychological instruments to evaluate students	Psychologist's comments or reports show errors in interpretation or knowledge of instruments or psychometric concepts; selects inadequate or insufficient methods; or, lacks confidence or makes multiple or repeated errors when administering psychological instruments to students.	Psychologist's comments or reports show no errors in interpretation or knowledge of instruments or psychometric concepts; selects adequate but minimum number of methods; and, is confident and rarely makes errors when administering psychological instruments to students.	Meets BASIC criteria for this component AND: Comments or reports show psychologist applies and adapts data to specific student evaluated; routinely uses a variety of methods that fulfill "RIOT", and offers pragmatic recommendations based on the data.	Meets the PROFICIENT criteria AND During the year, psychologist uses a variety/range of psychological instruments to evaluate students; acquires knowledge and skill regarding a new instrument or method and presents to colleagues; can clearly explain to various groups the underlying theory, strengths, weaknesses and implications of each instrument and method used.
1f: Demonstrating knowledge of and following professional ethical standards	Psychologist demonstrates little or no knowledge of professional ethical standards or violates standards during the course of performing their duties.	Psychologist demonstrates knowledge of most professional ethical standards but is vague or uncertain at times regarding their meaning and application. There may be a minor error but no major instances of ethical violations.	Psychologist demonstrates knowledge of professional ethical standards, can apply them and explain them well, and routinely follows them in performing their professional duties.	Meets the PROFICIENT criteria AND Has shown the ability to behave ethically despite difficult circumstances OR is regularly consulted regarding ethical questions/concerns by peers and those outside the profession

DOMAIN 2: THE ENVIRONMENT

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	L E V E L O F P E R F O R M A N C E			
2a: Establishing rapport with students	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable when working with the psychologist.	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 with psychologist.	Meets the PROFICIENT criteria AND Students with whom the psychologist is working 1) seek out the psychologist, 2) show or describe a high degree of comfort and trust in the relationship AND 3) tolerate at least some confrontation or challenging from the psychologist when needed
2b: Supporting and advocating for an improved understanding, acceptance, and application of psychological factors in student behavior and learning	Psychologist makes no attempt to improve understanding, acceptance, or application of psychological factors or principals to improve student behavior and learning in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist makes one or two unorganized, or weak attempts to improve understanding, acceptance, or application of psychological factors or principals to improve student behavior and learning in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist has a plan and makes multiple attempts to improve understanding, acceptance, or application of psychological factors or principals to improve student behavior and learning in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist has successfully implemented a multi-tiered plan to improve understanding, acceptance, or application of psychological factors or principals and can demonstrate improved student behavior and learning in the school as a whole, either among students or teachers, or between students and teachers.
2c: Clarifying, educating, and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear and many teachers are unaware of the process.	Procedures for referrals and for arranging meetings and consultations are clear to most teachers	Procedures for referrals and for arranging meetings and consultations are clear to nearly everyone, are reviewed annually with teachers and administrators, and are revised, as needed, based on consultation with school staff. AND Psychologist is an active member of I-team.

DOMAIN 3: DELIVERY OF SERVICE

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	L E V E L O F P E R F O R M A N C E			
3a: Responding to referrals; consulting with teachers, administrators, and parents	Psychologist fails to consult with colleagues, teachers, administrators or parents; fails to identify referral questions or tailor evaluations and reports to the referral questions raised.	Psychologist responds on a sporadic basis; evaluations only answer some of the referral questions/concerns or do so in vague, or minimally helpful manner; responds to all referrals or consult requests but is slow to respond.	Psychologist consults frequently with colleagues, teachers, administrators or parents; tailors evaluations and reports to the questions raised in the referral providing clear answers that are helpful; responds rapidly to referrals and consultation requests.	Meets criteria for PROFICIENT AND Verbal or written explanations consistently or clearly go beyond questions raised and provide conceptualizations of relevant factors that enhance the teams understanding of the student or situation.
3c: Participates in preevaluation meetings, triennial IEPs, Manifestation meetings, RtI Tier 3 meetings where applicable, and school special education department meetings where applicable	Psychologist attends required meetings a cumulative total of less than 70% of the time; does not actively participate when present.	Psychologist attends required meetings a cumulative total of 70 to 90% of the time; attends triennial IEP and Manifestation meetings 80 to 90% of the time; regularly contributes to discussion.	Psychologist attends a cumulative total of 90% or more of required meetings; actively participates and facilitates discussion.	Meets criteria for PROFICIENT AND Is a leader in one or more areas but does not monopolize leadership role; actively invites and encourages others to participate; input is repeatedly sought or requested by other team members
3e: Consulting and planning interventions to maximize students' likelihood of success	Psychologist fails to consult with staff and/or plan interventions suitable to students; or, interventions are mismatched with the findings of the assessments.	Psychologist consults with staff about interventions sometimes and plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist regularly consults with staff regarding intervention plans; plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students addressing change by targeting multiple factors (e.g. environmental, interpersonal, etc); regularly finds ways to creatively meet student needs and incorporate many related elements.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES			
COMPONENT	**L E V E L O F P E R F O R M A N C E**		
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
4b: Communicating with families	Psychologist fails to communicate with families in a sensitive manner. There have been multiple instances where students, parents, teachers, or administrators have complained about the psychologist's remarks.	Psychologist's communication with families are occasionally insensitive to cultural and linguistic traditions or come across as diplomatic but cool or reserved.	Psychologist communicates with families and does so in a manner sensitive to cultural and linguistic traditions. Families are listened to and conflicts or disagreements are communicated diplomatically with respect and understanding.	Psychologist communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust and convey respect, caring, and understanding. Psychologist has shown adept skill at diffusing tension and clarifying misunderstandings.
4c: Maintaining accurate records	Psychologist's records are in disarray; they may be missing, illegible, or poorly organized.	Psychologist's records are accurate and legible, are stored in a secure location, and adequately organized.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. Reports are submitted prior to deadline.	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 and organized so that a record could be readily found if needed in the psychologist's absence.

Kenai Peninsula Borough School District Evaluation System
(Therapeutic Specialist FY12)

Educator Name: _____

Subjects(s): _____ Grade Level(s): _____

Administrator Name: _____

Formal Observation Date(s)   Informal Observation Date(s) (10 minutes per observation)

Pre-Observation: _____   Date Observed: _____

Observation (30 minutes): _____   Date Observed: _____

Post-Observation: _____

Domain 1: Planning and Preparation	OVERALL PROFICIENT ☐			
	UNSAT	BASIC	PROF	DIST
Component 1e: *Planning the therapy program, integrated with the regular school program, to meet the needs of individual students*	☐	☐	☐	☐
Component 1f: *Developing a plan to evaluate the therapy program of individual students*	☐	☐	☐	☐
Evidence for Components:				

Domain 2: The Environment	OVERALL PROFICIENT ☐			
	UNSAT	BASIC	PROF	DIST
Component 2d: *Establishing standards of conduct in the treatment center*	☐	☐	☐	☐
Evidence for Components:				

Domain 3: Delivery of Service	OVERALL PROFICIENT ☐			
	UNSAT	BASIC	PROF	DIST
Component 3b: *Developing and implementing treatment plans to maximize students' success*	☐	☐	☐	☐
Component 3d: *Collecting information; writing reports*	☐	☐	☐	☐
3e: *Demonstrating flexibility and responsiveness*	☐	☐	☐	☐
Evidence for Components:				

Domain 4: Professional Responsibilities	OVERALL PROFICIENT ☐			
	UNSAT	BASIC	PROF	DIST
Component 4b: *Collaborating with teachers and administrators*	☐	☐	☐	☐
Component 4e: *Engaging in professional development*	☐	☐	☐	☐
Evidence for Components:				

STATEMENT: *A formal conference was held on   with my evaluator. I understand that I have five work days to study and prepare a response which will be attached to this evaluation prior to being sent to Human Resources. My response will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.*

Administrator's signature: _____ Date: _____

Educator's signature: _____ Date: _____

Evidence of Effective Practices - Used for Pre and Post Observation and Self Reflection

(Therapeutic Specialist FY12)

Educator: _____ School: _____

Observer: _____ Date: _____

Summary of Activity: _____

Domain 1: Planning and Preparation				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
Evidence:				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1f: Developing a plan to evaluate the therapy program of individual students	Specialist has no plan to evaluate the students' program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the students' therapy program.	Specialist's plan to evaluate the students' program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the students' program on an ongoing basis.
Evidence:				
Domain 2: The Environment				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
2d: Establishing standards of conduct in the treatment center	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
Evidence:				
Domain 3: Delivery of Service				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
3b: Developing and implementing treatment plans to maximize students' success	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
Evidence:				

Component	Unsatisfactory	Basic	Proficient	Distinguished
3d: Collecting information; writing reports	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.

Evidence :

Component	Unsatisfactory	Basic	Proficient	Distinguished
3e: Demonstrating flexibility and responsiveness	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

Evidence :

Domain 4: Professional Responsibilities				
Component	Unsatisfactory	Basic	Proficient	Distinguished
4b: Collaborating with teachers and administrators	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
4e: Engaging in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

Evidence :

DOMAIN 1: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: Developing a plan to evaluate the therapy program of individual students	Specialist has no plan to evaluate the students' program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the students' therapy program.	Specialist's plan to evaluate the students' program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the students' program on an ongoing basis.

DOMAIN 2: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2d: Establishing standards of conduct in the treatment center	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

DOMAIN 3: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3b: Developing and implementing treatment plans to maximize students' success	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3d: Collecting information; writing reports	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
3e: Demonstrating flexibility and responsiveness	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4b: Collaborating with teachers and administrators	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4e: Engaging in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

Teacher Evaluation Continuous Growth
For use with Directed Assistance Plans & Needs Improvement Plans

Teacher: _____

Administrator: _____

Date of meeting(s): _____ Number of days plan will take place: _____ Completed by: _____

EXPECTATION	Activities	ASSESSMENT	TIMELINE	RESOURCES
What is it I am to work on?	What am I to do to enhance my instruction?	What are the evidence/indicators of success?	When does it need to be in place?	Where can I go for help?

Signature of Teacher Acknowledging Receipt: _____ Date: _____

Signature Administrator: _____ Date: _____

TEACHER ENRICHMENT PATHWAY OVERVIEW
ALTERNATIVE EVALUATION PROCESS

The Teacher Enrichment Pathway (TEP Plan) is designed to address the needs of tenured teachers who wish to enhance their professional development by focusing on areas of interest and engaging in reflective individual and/or collaborative activities. The plan should enhance professional practice with long term benefits for the individual teacher and ultimately improve student achievement.

The teacher's desire to pursue one of the options must be supported by their administrators. The teacher is encouraged to collaborate with their administrator and/or peers in developing and implementing their plan. The plan may be written as an annual or 2-year plan, and must be based on the KPBSD Effective Instructional Practices. A TEP plan may continue for up to two years, with agreement by the administrator, but be followed by a Standard Model evaluation.

The process begins with reflection and self-assessment to identify areas for possible growth or enrichment. The teacher will submit a TEP Plan describing goals, strategies and action steps, responsibilities, timelines, and indicators of success. Together the teacher and administrator will clarify the focus of the project and discuss ways to assess results. They will have a minimum of one annual mid-point check-in (conference), and a final summative conference to review progress and results. (See Process Narrative and/or TEP Flowchart)

Teachers will develop their plans to include evidence of strategies such as: journaling, collections of performance artifacts, development of a portfolio, professional development (workshops, seminars, electronic, written), teacher work product (lesson plans, etc.), observations by principal or colleagues, and reflection sheets.

What follows is a description of the options that are available under the KPBSD Teacher Enrichment Pathway.

TEACHER ENRICHMENT PATHWAY TIMELINE
ALTERNATIVE EVALUATION PROCESS

The Kenai Peninsula Borough School District believes quality teacher instructional practices are the single most important factor to impact student learning.   The Teacher Enrichment Pathway is a formal structure for experienced teachers to improve their practice. The activities within the pathway will be rooted in research-based teaching domains and KPBSD goals and may be undertaken individually or collaboratively with others. The goal of the enrichment pathway is to engage teachers in significant new learning to push their development and requires reflection, self-assessment and analysis of both quantitative and qualitative data. The pathway will implement lifelong learning and continuous improvement habits within their practice.

Tenured teachers who are in their second year of tenure and who have successful teaching experience and administrator's approval may participate in this model. The TEP plan may continue for up to two years and then be followed with the Standard Model on the third year.

Teacher Enrichment Pathway goals will be mutually agreed upon by the teacher and his/her administrator.
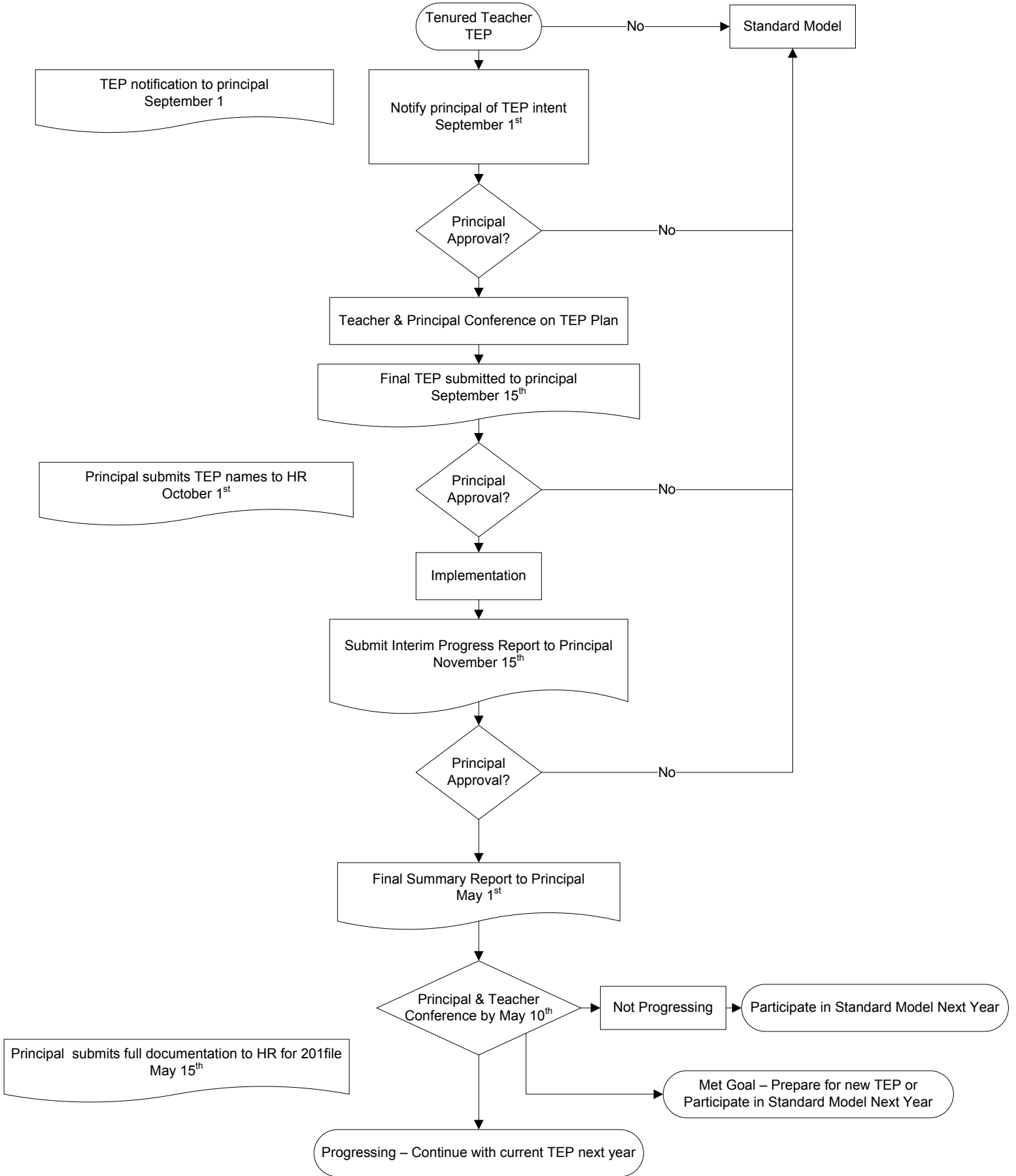
Timeline:

- Sept. 1 – Notify principal of TEP intent and request for principal approval

- Sept. 15 – Final TEP Plan submitted to principal for approval

- Oct. 1 - List of approved TEP submitted to Human Resources (by principal)

- Nov. 15 – Submit Interim Progress Report to principal

- May 1 – Submit Final Summary Report to principal and schedule Final conference with principal

- May 10 – Principal and Teacher conference completed

- May 15 – Principals submit full TEP documentation to HR for 201 file

The principal will make informal and formal classroom observations with feedback for all certified staff for both Standard and TEP evaluations.

A principal may elect to activate the Standard evaluation model for a teacher in the Teacher Enrichment Pathway at anytime during the school year.

Tenured Teacher TEP → No → Standard Model

TEP notification to principal
September 1

Notify principal of TEP intent
September 1st

Principal Approval? → No → Standard Model

Teacher & Principal Conference on TEP Plan

Final TEP submitted to principal
September 15th

Principal submits TEP names to HR
October 1st

Principal Approval? → No

Implementation

Submit Interim Progress Report to Principal
November 15th

Principal Approval? → No

Final Summary Report to Principal
May 1st

Principal & Teacher Conference by May 10th → Not Progressing → Participate in Standard Model Next Year

Principal submits full documentation to HR for 201file
May 15th

Met Goal – Prepare for new TEP or Participate in Standard Model Next Year

Progressing – Continue with current TEP next year

TEACHER ENRICHMENT PATHWAYS

Action Research

Classroom-Based Research This option allows a teacher to work on a question he or she may have in regard to classroom performance, student needs, or the impact of various teaching methods on learning. The information gathered by the teacher is then used to improve teaching and student learning. Classroom based research can be self-directed or done by a group of teachers who have a common interest/question to be researched. The teacher(s) choosing this option will align the goals/objectives to one or more components of the KPBSD Effective Instructional Model.

Mentoring a New Teacher

Mentors are trusted and experienced practitioners who have an interest in the development of less experienced individuals. Both mentors and mentees can improve professional knowledge, skills, and attitudes by working together. The teacher choosing this option will focus the goals on the areas of growth he/she will personally accomplish by guiding the growth of a novice teacher. The mentor will experience the personal challenge that comes from analyzing and reflecting on instruction in order to be able to share that expertise with a beginner. Goals/objectives will align with the components of the KPBSD Effective Instructional Model.

National Boards Certification Process

The National Boards process very closely aligns to the four Domains of Teaching that are the foundation for the KPBSD Effective Instructional Practices. The process is very rigorous, and tests the teachers' competence in all domains. The teacher and administrator set the annual goals to reflect particular areas of interest to the teacher, and there is a minimum of one mid-year conference with the administrator, focusing on progress.

Self-Directed Professional Growth

This option will appeal to teachers who wish to engage in workshops, seminars or classes to expand their personal repertoires of subject matter content or pedagogical strategies. Many teachers are engaged in professional development activities tied to a school-wide goal (i.e. specific literacy or math program, textbook adoption, or PLC activities), and others prefer to chart their own course of study. Still other teachers will use this option as an opportunity to align their lesson plans with academics standards and design appropriate assessments while making sure that the action plan is closely connected so specific Domain Components, the teacher and administrators will find this option to be highly flexible. Success in meeting the intent of this option will be evidence through the changes in regularly employed instructional practices.

TEACHER ENRICHMENT PATHWAYS

Peer coaching is the process through which two professionals work collegially toward a refinement of professional practices, sharing their knowledge of best instructional practices, providing each other with feedback, and supporting each other for the purpose of learning new skills to improve student growth. The partners share common interests or questions about content/pedagogy. It is not necessary for them to teach the same grade or subject. Their work is evidenced by on-going, regularly scheduled dialogue about lesson planning, instructional strategies, self-assessment, and formative assessment of each other's teaching and will utilize the domains and components of the KPBSD Effective Instructional Model. The partners will observe each other in action. For this option to work best, both partners must be committed to facilitating each other's learning and growth. This peer relationship is founded on trust and honors confidentiality.

Lead Teacher for Student Intern

Lead Teachers are experienced teachers within a school system who provide support, guidance and resources for pre-service teachers. Knowing that the role of guide is a rich forum for personal reflection and enhancement of teaching repertoire, Lead Teachers may choose this option to maximize the experience for themselves as well as their interns. The Lead Teacher will focus on areas of personal growth through utilization of Effective Instructional Practices while assisting the pre-service teacher.

Teacher Trainer

Teacher Trainers are teachers who have participated recently (within the past year) in extensive training in a specific area that leads to a direct impact on student achievement in the classroom. Teacher Trainers willingly share and prepare professional development opportunities with colleagues focusing on improving their own and others learning and performance while building professional community. These teachers increase their professional awareness while demonstrating skills to focus the attention of group members, frame tasks and processes, present information and facilitate productive conversations. The Teacher Trainer will grow in their Effective Instructional Practices in Domains I and IV.

TEACHER ENRICHMENT PATHWAY PLAN

(Teacher and Administrator both keep a copy)

Teacher(s) Names: _____ School Year: _____ Approved By: _____

_____ Date: _____

Option Selected:

☐ Action Research ☐ National Boards Certification Process ☐ Mentoring a New Teacher ☐ Teacher Trainer

☐ Peer Coaching ☐ Self-Directed Professional Growth ☐ Lead Teacher for Student Intern

Please indicate which domain(s) and component(s) your plan supports:

☐ Domain 1: Planning & Preparation ☐ 1a ☐ 1b ☐ 1c ☐ 1d ☐ 1e ☐ 1f

☐ Domain 2: Classroom Environment ☐ 2a ☐ 2b ☐ 2c ☐ 2d ☐ 2e

☐ Domain 3: Instruction ☐ 3a ☐ 3b ☐ 3c ☐ 3d ☐ 3e

☐ Domain 4: Professional Responsibilities ☐ 4a ☐ 4b ☐ 4c ☐ 4d ☐ 4e ☐ 4f

SMART Goal(s)	Strategies and Action Steps	Responsibility	Timeline	Indicators of Success (Evidence of Change)

TEACHER ENRICHMENT PATHWAY
INTERIM PROGRESS REPORT
(Teacher and Administrator both keep a copy)

Teacher(s) Names: _____   Date of Review: _____

_____

Indicator(s) of Success (Data)	Teacher's Self-Reflection Notes (include reference to Component(s))

This Plan:

☐ Teacher is Making Progress   ☐ Teacher is Not Making Progress

Teacher(s) Signature: _____   Date: _____

Administrator Signature: _____   Date: _____

TEACHER ENRICHMENT PATHWAY
SUMMARY REPORT

(Submit original to Human Resources by May 15th)

Teacher(s) Names: _____   Date of Summative Review: _____

Goal: _____

Indicator(s) of Success (Data)	Teacher's Self-Reflection Notes (include reference to Component(s))

Evaluator Summary

Briefly describe the teacher's growth option project, and how the project contributed to higher professional competence and a greater understanding of self, role, context or career for the teacher.

This Plan:

☐ Met Goal   ☐ Progressing   ☐ Not Progressing

I understand that I have five (5) work days to study and prepare a response which will be attached to this evaluation prior to being sent to the Human Resources Department.

Teacher (s) Signature: _____   Date: _____

Administrator Signature: _____   Date: _____

Note: The evaluator signs here to indicate that the Growth Plan has been completed satisfactorily. This plan must be attached to the formal written evaluation to be submitted to the Human Resources Department.

TEACHER ENRICHMENT PATHWAY CHECKLIST

This checklist must be used as a guide to assist in developing the KPBSD Teacher Enrichment Pathway Plan.

Element	Yes	No	Descriptor	Notes
Reflects KPBSD goals	☐	☐	See KPBSD goals	
Reflects a Domain of teaching	☐	☐	☐ Domain 1: Planning and Preparation ☐ Domain 2: Classroom Environment ☐ Domain 3: Instruction ☐ Domain 4: Professional Responsibilities	
SMART FORMAT	☐	☐	**Devise a plan** or a way of getting there which makes the goal realistic. The goal needs to be realistic for you and where you are at the moment. Goal is written using Specific, Measurable, Achievable, Relevant and Time Bound. Example SMART Goal: Improve _____ (specific, measurable item) by _____ (achievable, how much) by _____ (time-bound, by when). Example: *"Increase by 10% the number of students achieving at 'meets standards' level in persuasive writing by end of February."*	
STRATEGIES & ACTION STEPS	☐	☐	Goals should be straightforward and emphasize what you want to happen. Specifics help us to focus our efforts and clearly define what we are going to do. Specific is the What, Why, and How of the SMART model. - WHAT are you going to do? Use action words such as direct, organize, coordinate, lead, develop, plan, build etc. - WHY is this important to do at this time? What do you want to ultimately accomplish? - HOW are you going to do it? (By…)	
RESPONSIBILITY	☐	☐	*WHO* is going to do what? If you are working collaboratively on a plan, who will do what? Are there plans to obtain: **observational references**, **research sources, additional training,** and/or **professional resources**? If so, will you need other people to assist you in gathering these resources?	
TIMELINE	☐	☐	Set a timeframe for the goal: for next week, in three months, by fifth grade. Putting an end point on your goal gives you a clear target to work towards. If you don't set a time, the commitment is too vague. It tends not to happen because you feel you can start at any time. Without a time limit, there's no urgency to start taking action now. Time must be measurable, attainable and realistic.	
INDICATORS OF SUCCESS (Evidence of Change)	☐	☐	Many things are measurable. That does not make them the key to success. In selecting indicators of success, it is critical to limit them to those factors that are essential to reaching your goals. It is also important to keep the number of indicators small so as to focus on achieving success. What will you collect along the way that demonstrates that your goal has been successfully attained?	