



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Commissioner of Education  
President of the University of the State of New York  
89 Washington Ave., Room 111  
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov  
Twitter: @JohnKingNYSED  
Tel: (518) 474-5844  
Fax: (518) 473-4909

August 26, 2013

**Revised**

Lawrence Ljungberg, Superintendent  
Hinsdale Central School District  
3701 Main Street  
Hinsdale, NY 14743

Dear Superintendent Ljungberg:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-c, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results.

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Lynda Quick

**NOTE:**

Only documents that are incorporated by reference in your APPR have been reviewed and are considered as part of your APPR; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR but are not incorporated by reference in your APPR have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR form and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan and/or require corrective action.

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Wednesday, August 14, 2013

---

## 1

### Disclaimers

The Department will review the contents of each school district's or BOCES' APPR plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law section 3012-c and subpart 30-2 of the Rules of the Board of Regents. Department approval does not imply endorsement of specific educational approaches in a district's or BOCES' plan.

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

If the Department reasonably believes through investigation or otherwise that statements made in this APPR plan are not true or accurate, it reserves the right to reject this plan at any time and/or to request additional information to determine the truth and/or accuracy of such statements.

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 041401040000

If this is not your BEDS Number, please enter the correct one below

041401040000

#### 1.2) School District Name: HINSDALE CSD

If this is not your school district, please enter the correct one below

HINSDALE CSD

#### 1.3) Assurances

Please check all of the boxes below:

1.3) Assurances   Assure that the content of this form represents the district/BOCES' entire APPR plan and that the APPR plan is in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents	Checked
1.3) Assurances   Assure that this APPR plan will be posted on the district or BOCES website by September 10, or within 10 days after approval, whichever is later	Checked

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval Checked

## 1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

## 2. Growth on State Assessments or Comparable Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, August 26, 2013

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a value-added growth score. That score will incorporate students' academic history compared to similarly academically achieving students and will use special considerations for students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses in addition where there is no state-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See guidance for more detail on teachers with State-provided measures AND SLOs.)

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

#### 2.1) Assurances

Please check the boxes below:

2.1) Assurances   Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances   Assure that the State-provided growth measure will be used if a value-added measure has not been approved.	Checked

#### STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for teachers in the following grades and subjects. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

**For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:**

State assessments (or Regents or Regent equivalents), *required if one exists*

*If no State assessment or Regents exam exists:*

District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms  
**For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:**

State assessments, *required if one exists*

List of State-approved 3rd party assessments

District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

School- or BOCES-wide, group or team results based on State assessments

**Please note:** If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

## 2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Literacy Enterprise
1	State-approved 3rd party assessment	STAR Literacy Enterprise
2	State-approved 3rd party assessment	STAR Literacy Enterprise

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Administrators will set individual (banded) growth targets for student performance on the listed assessments, based on baseline assessment data. Those teachers will assess end of year summative assessments for target attainment, percentage of all students attaining their goals. Please see the HEDI table downloaded in 2.11 for percentile conversion.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% of students or more will meet or exceed their target goal on the summative assessment.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70 to 84% of students will meet or exceed their target goal on the summative assessment.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50 to 69% of students will meet or exceed their target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	49% or fewer students will meet or exceed their target goal on the summative assessment.

## 2.3) Grades K-3 Math

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	Math	Assessment
K	State-approved 3rd party assessment	STAR MATH Enterprise
1	State-approved 3rd party assessment	STAR MATH Enterprise
2	State-approved 3rd party assessment	STAR MATH Enterprise

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Administrators will set individual growth targets for student performance on the listed assessments, based on baseline assessment data. Those teachers will assess end of year summative assessments for target attainment, percentage of all students attaining their goals. Please see the HEDI table downloaded in 2.11 for percentile conversion.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% of students or more will meet or exceed their target goal on the summative assessment.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70 to 84% of students will meet or exceed their target goal on the summative assessment.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50 to 69% of students will meet or exceed their target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	49% or fewer students will meet or exceed their target goal on the summative assessment.

## 2.4) Grades 6-8 Science

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Science	Assessment
6	District, regional or BOCES-developed assessment	Hinsdale CSD Developed, Grade 6, Science Assessment
7	District, regional or BOCES-developed assessment	Hinsdale CSD Developed, Grade 7, Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Administrators will set individual (banded) growth targets for student performance on the listed assessments, based on baseline assessment data. Those teachers will assess end of year summative assessments for target attainment, percentage of all students attaining their goals. Please see the HEDI table downloaded in 2.11 for percentile conversion.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% of students or more will meet or exceed their target goal on the summative assessment.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70 to 84% of students will meet or exceed their target goal on the summative assessment.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50 to 69% of students will meet or exceed their target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	49% or fewer students will meet or exceed their target goal on the summative assessment.

## 2.5) Grades 6-8 Social Studies

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Hinsdale CSD Developed, Grade 6, Social Studies Summative Assessment
7	District, regional or BOCES-developed assessment	Hinsdale CSD Developed, Grade 7, Social Studies Summative Assessment
8	District, regional or BOCES-developed assessment	Hinsdale CSD Developed, Grade 8, Social Studies Summative Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Administrators will set individual (banded) growth targets for student performance on the listed assessments, based on baseline assessment data. Those teachers will assess end of year summative assessments for target attainment, percentage of all students attaining their goals. Please see the HEDI table downloaded in 2.11 for percentile conversion.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% of students or more will meet or exceed their target goal on the summative assessment.
Effective (9 - 17 points) Results meet District goals for similar students.	70 to 84% of students will meet or exceed their target goal on the summative assessment.
Developing (3 - 8 points) Results are below District goals for similar students.	50 to 69% of students will meet or exceed their target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	49% or fewer students will meet or exceed their target goal on the summative assessment.

## 2.6) High School Social Studies Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Hinsdale CSD Developed, Grade 9, Social Studies Summative Assessment

	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Administrators will set individual (banded) growth targets for student performance on the listed assessments, based on baseline assessment data. Those teachers will assess end of year summative assessments for target attainment, percentage of all students attaining their goals. Please see the HEDI table downloaded in 2.11 for percentile conversion.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% of students or more will meet or exceed their target goal on the summative assessment.
Effective (9 - 17 points) Results meet District goals for similar students.	70 to 84% of students will meet or exceed their target goal on the summative assessment.
Developing (3 - 8 points) Results are below District goals for similar students.	50 to 69% of students will meet or exceed their target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	49% or fewer students will meet or exceed their target goal on the summative assessment.

## 2.7) High School Science Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Administrators will set individual (banded) growth targets for student performance on the listed assessments, based on baseline assessment data. Those teachers will assess end of year summative assessments for target attainment, percentage of all students attaining their goals. Please see the HEDI table downloaded in 2.11 for percentile conversion.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% of students or more will meet or exceed their target goal on the summative assessment.
Effective (9 - 17 points) Results meet District goals for similar students.	70 to 84% of students will meet or exceed their target goal on the summative assessment.
Developing (3 - 8 points) Results are below District goals for similar students.	50 to 69% of students will meet or exceed their target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	49% or fewer students will meet or exceed their target goal on the summative assessment.

## 2.8) High School Math Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

For High School Math Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Administrators will set individual (banded) growth targets for student performance on the listed assessments, based on baseline assessment data. Those teachers will assess end of year summative assessments for target attainment, percentage of all students attaining their goals. The NYS Integrated Algebra
---	--

	Regents and the Common Core Algebra Regents will be offered to students in the appropriate cohort. Please see the HEDI table downloaded in 2.11 for percentile conversion.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% of students or more will meet or exceed their target goal on the summative assessment.
Effective (9 - 17 points) Results meet District goals for similar students.	70 to 84% of students will meet or exceed their target goal on the summative assessment.
Developing (3 - 8 points) Results are below District goals for similar students.	50 to 69% of students will meet or exceed their target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	49% or fewer students will meet or exceed their target goal on the summative assessment.

## 2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Hinsdale CSD Developed, Grade 9, English Assessment
Grade 10 ELA	State approved 3rd party assessment	STAR Reading Enterprise
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Administrators will set individual (banded) growth targets for student performance on the listed assessments, based on baseline assessment data. Those teachers will assess end of year summative assessments for target attainment, percentage of all students attaining their goals. The NYS Comprehensive English Regents Assessment and the Common Core English Regents will be offered to students in the appropriate cohort Please see the HEDI table downloaded in 2.11 for percentile conversion.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% of students or more will meet or exceed their target goal on the summative assessment.
Effective (9 - 17 points) Results meet District goals for similar students.	70 to 84% of students will meet or exceed their target goal on the summative assessment.

Developing (3 - 8 points) Results are below District goals for similar students.	50 to 69% of students will meet or exceed their target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	49% or fewer students will meet or exceed their target goal on the summative assessment.

## 2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

Course(s) or Subject(s)	Option	Assessment
Family and Consumer Science 7	District, Regional or BOCES-developed	Hinsdale CSD Developed, Grade 7, Summative Family and Consumer Science Assessment
Art, Elementary	District, Regional or BOCES-developed	Hinsdale CSD Developed, Grades 1,2,3,4,5,7,8, Summative Art Assessments
High School Band	District, Regional or BOCES-developed	Hinsdale CSD Developed, Grades 9,10,11,12, Secondary Band Assessment
Family and Consumer Science 8	District, Regional or BOCES-developed	Hinsdale CSD Developed, Grade 8, Family and Consumer Science Assessment
Elementary Music	District, Regional or BOCES-developed	Hinsdale CSD Developed, Grade 1,2,3,4,Elementary Developed Assessment
Spanish 8	District, Regional or BOCES-developed	Hinsdale CSD Developed, Grade 8, Summative Spanish Assessment
Spanish 9	District, Regional or BOCES-developed	Hinsdale CSD Developed, Grade 9, Summative Spanish Assessment
Elementary Computer Instruction	District, Regional or BOCES-developed	Hinsdale CSD Developed, Course Specific Assessment
Library Sciences	State-approved 3rd party assessment	STAR Reading Enterprise
Title 1 Reading, Elementary, Gr. K,1,2	State-approved 3rd party assessment	STAR Reading Enterprise
Title 1 Reading, Elementary, Gr. 3,4	School/BOCES-wide/group/team results based on State	NYS Grades 3-4 ELA Assessment
Title 1 Reading, Secondary, Gr. 5,6,7,8	School/BOCES-wide/group/team results based on State	NYS Grades 5-8 ELA Assessment
Keyboarding 8	District, Regional or BOCES-developed	Hinsdale CSD Developed Keyboarding 8 Summative Assessment
Physical Education, Gr. K-12	District, Regional or BOCES-developed	Hinsdale CSD Developed, Grade 1,2,3,4,5,7,8, Summative Assessment
Personal Finance	District, Regional or BOCES-developed	Hinsdale CSD Developed, Grade 9,10,11,12, Summative Assessment
Special Education Primary, Gr. K,1,2,3,4	State Assessment	NYS Grade 3-4 ELA, Math Assessments
Special Education, Primary Gr. K,1,2,3,4	State-approved 3rd party assessment	STAR Reading Enterprise, STAR MATH Enterprise
Special Education, Middle Gr. 5,6,7,8	State Assessment	NYS Grades 5-8 ELA, Math Assessments

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Administrators will set individual (banded) growth targets for student performance on the listed assessments, based on baseline assessment data. Those teachers will assess end of year summative assessments for target attainment, percentage of all students attaining their goals. Please see the HEDI table downloaded in 2.11 for percentile conversion. Note: For special education primary star will only be used for K-2 students.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% of students or more will meet or exceed their target goal on the summative assessment.
Effective (9 - 17 points) Results meet District goals for similar students.	70 to 84% of students will meet or exceed their target goal on the summative assessment.
Developing (3 - 8 points) Results are below District goals for similar students.	50 to 69% of students will meet or exceed their target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	49% or fewer students will meet or exceed their target goal on the summative assessment.

If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

(No response)

## 2.11) HEDI Tables or Graphics

For questions 2.2 through 2.10 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/5364/128443-TXEttx9bQW/Appen. L Conversion Chart, SLO Local Targets November.doc

## 2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

When setting Student Learning Objectives, teachers may use differentiated goals for students whose past history and baseline scores indicate high achievement, those whose past history and baseline scores indicate average achievement, and those whose past history and baseline scores indicate below average achievement and/or are students with disabilities.

## 2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, August 23, 2013

---

#### Page 1

#### Locally Selected Measures of Student Achievement or Growth

"Comparable across classrooms" means that the same locally-selected measures of student achievement or growth must be used across all classrooms in the same grade/subject in the district or BOCES.

Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 3.1 through 3.11, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, the district does not have certain grades, the district does not offer a specific subject, etc.

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

Please note: Only one locally-selected measure is required for teachers in the same grade/subject across the district, but some districts may prefer to have more than one measure for all teachers within a grade/subject. Also note: Districts may use more than one locally-selected measure for **different** groups of teachers **within a grade/subject** if the district/BOCES verifies comparability based on Standards of Educational and Psychological Testing. This APPR form only provides space for one measure for teachers in the same grade/subject across the district. Therefore, if more than one locally-selected measure is used for all teachers in any grades or subject, districts must complete additional copies of this form and upload as attachments for review.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures subcomponent and the locally-selected measures subcomponent, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

#### LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR TEACHERS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 points)

**Growth or achievement measure(s) from these options.**

***One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:***

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Enterprise
5	4) State-approved 3rd party assessments	STAR Reading Enterprise
6	4) State-approved 3rd party assessments	STAR Reading Enterprise
7	4) State-approved 3rd party assessments	STAR Reading Enterprise
8	4) State-approved 3rd party assessments	STAR Reading Enterprise

For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: When completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers will set group (class-wide achievement) student targets based on baseline data with administration; teachers will be assigned points on the percentage of students meeting or exceeding those targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of students will meet or exceed the target goal on the summative assessment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65% to 84% of students will meet or exceed the target goal on the summative assessment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55% to 64% or more of students will meet or exceed the target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 to 54% or fewer students will meet or exceed the target goal on the summative assessment.

### 3.2) Grades 4-8 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR MATH Enterprise
5	4) State-approved 3rd party assessments	STAR MATH Enterprise
6	4) State-approved 3rd party assessments	STAR MATH Enterprise
7	4) State-approved 3rd party assessments	STAR MATH Enterprise
8	4) State-approved 3rd party assessments	STAR MATH Enterprise

For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers will set group (class-wide achievement) student targets based on baseline data with administration; teachers will be assigned points on the percentage of students meeting or exceeding those targets.
--	---

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of students will meet or exceed the target goal on the summative assessment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65% to 84% of students will meet or exceed the target goal on the summative assessment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55% to 64% or more of students will meet or exceed the target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 to 54% or fewer students will meet or exceed the target goal on the summative assessment.

### 3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/12149/499115-rhJdBgDruP/14522652-Revised 1 Appen. C, Calculating 15 points locally selected measures of student achievement .doc

## LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER TEACHERS (20 points)

**Growth or achievement measure(s) from these options.**

*One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:*

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Reading Enterprise
1	4) State-approved 3rd party assessments	STAR Reading Enterprise
2	4) State-approved 3rd party assessments	STAR Reading Enterprise
3	4) State-approved 3rd party assessments	STAR Reading Enterprise

For Grades K-3 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will set group (banded) student achievement targets based on baseline data with administration; teachers will be assigned points on the percentage of students meeting or exceeding those targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of students will meet or exceed the target goal on the summative assessment.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 to 84% of students will meet or exceed the target goal on the summative assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	55 to 64% or more of students will meet or exceed the target goal on the summative assessment.

grade/subject.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

0 to 54% or fewer students will meet or exceed the target goal on the summative assessment.

### 3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR MATH Enterprise
1	4) State-approved 3rd party assessments	STAR MATH Enterprise
2	4) State-approved 3rd party assessments	STAR MATH Enterprise
3	4) State-approved 3rd party assessments	STAR MATH Enterprise

For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will set group (banded) student achievement targets based on baseline data with administration; teachers will be assigned points on the percentage of students meeting or exceeding those targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of students will meet or exceed the target goal on the summative assessment.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 to 84% of students will meet or exceed the target goal on the summative assessment.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	55 to 64% or more of students will meet or exceed the target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 to 54% or fewer students will meet or exceed the target goal on the summative assessment.

### 3.6) Grades 6-8 Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	7) Student Learning Objectives	Hinsdale CSD Developed Grade 6 Science Assessment

7	5) District, regional, or BOCES–developed assessments	Hinsdale CSD Developed, Grade 7, Summative Assessment Science
8	Not applicable	Not Applicable

For Grades 6-8 Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will set group (banded) student achievement targets based on baseline data with administration; teachers will be assigned points on the percentage of students meeting or exceeding those targets. The grade 8 science teacher local score is based on physics.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of students will meet or exceed the target goal on the summative assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 to 84% of students will meet or exceed the target goal on the summative assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55 to 64% or more of students will meet or exceed the target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 to 54% or fewer students will meet or exceed the target goal on the summative assessment.

### 3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	7) Student Learning Objectives	Hinsdale CSD Developed , Grade 6, Social Studies Assessment
7	7) Student Learning Objectives	Hinsdale CSD Developed , Grade 7, Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Hinsdale CSD Developed, Grade 8 Social Studies, Summative Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Teachers will set group (banded) student achievement targets based on baseline data with administration; teachers will be
--	---

subcomponent. If needed, you may upload a table or graphic at 3.13, below.	assigned points on the percentage of students meeting or exceeding those targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of students will meet or exceed the target goal on the summative assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 to 84% of students will meet or exceed the target goal on the summative assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55 to 64% or more of students will meet or exceed the target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 to 54% or fewer students will meet or exceed the target goal on the summative assessment.

### 3.8) High School Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Hinsdale CSD Developed, Grade 9, Global 1 Summative Assessment
Global 2	Not applicable	Not Applicable
American History	Not applicable	Not Applicable

For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will set group (banded) student achievement targets based on baseline data with administration; teachers will be assigned points on the percentage of students meeting or exceeding those targets. For Global 2 local score is based on Global 1 Assessment and American History their local score is based on Economics.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of students will meet or exceed the target goal on the summative assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 to 84% of students will meet or exceed the target goal on the summative assessment.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55 to 64% or more of students will meet or exceed the target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 to 54% or fewer students will meet or exceed the target goal on the summative assessment.

### 3.9) High School Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	Not applicable	Not applicable
Earth Science	7) Student Learning Objectives	NYS Earth Science Regents Assessment
Chemistry	Not applicable	Not applicable
Physics	7) Student Learning Objectives	NYS Physics Regents Assessment

For High School Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will set group (banded) student achievement targets based on baseline data with administration; teachers will be assigned points on the percentage of students meeting or exceeding those targets. Living Environment local score is based on grade 7 science, Chemistry local score is based on Physics.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of students will meet or exceed the target goal on the summative assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 to 84% of students will meet or exceed the target goal on the summative assessment.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55 to 64% or more of students will meet or exceed the target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 to 54% or fewer students will meet or exceed the target goal on the summative assessment.

### 3.10) High School Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	7) Student Learning Objectives	Hinsdale CSD Developed Algebra 1 Developed Assessment
Geometry	7) Student Learning Objectives	NYS Geometry Regents Assessment; Hinsdale CSD Developed Geometry Assessment
Algebra 2	Not applicable	Not applicable

For High School Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will set group (banded) student achievement targets based on baseline data with administration; teachers will be assigned points on the percentage of students meeting or exceeding those targets. The Algebra 2 local score is based on Algebra 1.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of students will meet or exceed the target goal on the summative assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 to 84% of students will meet or exceed the target goal on the summative assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55 to 64% or more of students will meet or exceed the target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 to 54% or fewer students will meet or exceed the target goal on the summative assessment.

### 3.11) High School English Language Arts

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise
Grade 10 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise
Grade 11 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise

For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will set group (banded) student achievement targets based on baseline data with administration; teachers will be assigned points on the percentage of students meeting or exceeding those targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of students will meet or exceed the target goal on the summative assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 to 84% of students will meet or exceed the target goal on the summative assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55 to 64% or more of students will meet or exceed the target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 to 54% or fewer students will meet or exceed the target goal on the summative assessment.

### 3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Physical Education, gr. K-12	5) District/regional/BOCES-developed	Hinsdale CSD Developed, Grades 9, 11, P.E. Summative Assessment
Parenting	5) District/regional/BOCES-developed	Hinsdale CSD Developed, Grades 9, 10, 11, 12, Parenting Summative Assessment
Studio Art	5) District/regional/BOCES-developed	Hinsdale CSD Developed, Grades 10, 11, 12, Studio Art Summative Assessment

Vocal Music	5) District/regional/BOCES–developed	Hinsdale CSD Developed, Grades 7-12, Music Summative Assessment
French 11	5) District/regional/BOCES–developed	Hinsdale CSD Developed, Grades 11, 12, French 11 Summative Assessment
Participation in Government	5) District/regional/BOCES–developed	Hinsdale CSD Developed , Grades 12, Participation in Government Summative Assessment
Economics	5) District/regional/BOCES–developed	Hinsdale CSD Developed , Grades12, Economics Summative Assessment
Accounting	5) District/regional/BOCES–developed	Hinsdale CSD Developed , Grades 11, 12, Accounting Summative Assessment
Microsoft Office	5) District/regional/BOCES–developed	Hinsdale CSD Developed , Grades 10, 11, 12, Summative Microsoft Office Assessment
Instrumental Music	5) District/regional/BOCES–developed	Hinsdale CSD Developed , Grades 9-12, Music Theory Summative Assessment; Hinsdale CSD Developed Grades 7-8 Instrumental Music Assessment
Library Sciences	4) State-approved 3rd party	STAR Reading Enterprise
Elementary Computer Instruction	4) State-approved 3rd party	STAR MATH Enterprise
Title 1 Reading, gr. K,1,2	4) State-approved 3rd party	STAR Reading Enterprise
Title 1 Reading, gr. 3,4	4) State-approved 3rd party	STAR Reading Enterprise
Title 1 Reading, gr. 5,6,7,8	4) State-approved 3rd party	STAR Reading Enterprise
Special Education, gr. K,1,2,3,4	4) State-approved 3rd party	STAR Reading Enterprise, STAR MATH Enterprise
Special Education, gr. 5,6,7,8	4) State-approved 3rd party	STAR Reading Enterprise, STAR MATH Enterprise
Special Education, gr. 9,10,11,12	4) State-approved 3rd party	STAR Reading Enterprise, STAR MATH Enterprise

For all additional courses, as applicable: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	Teachers will set group (banded) student achievement targets based on baseline data with administration; teachers will be assigned points on the percentage of students meeting or
--	--

3.13, below.	exceeding those targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	85% or more of students will meet or exceed the target goal on the summative assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 to 84% of students will meet or exceed the target goal on the summative assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55 to 64% or more of students will meet or exceed the target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 to 54% or fewer students will meet or exceed the target goal on the summative assessment.

If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 3.12. (MS Word)

(No response)

### 3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/12149/499115-y92vNseFa4/14522652-Revised 1 Appen. C, Calculating 15 points locally selected measures of student achievement\_.doc

### 3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Not applicable

### 3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

Any time there is more than one locally selected measure, each locally selected measure will be counted as a proportion of the students it represents. It will be weighted as outlined in the NYS Education Guidance on the New York State District-Wide Growth Goal-Setting Process: Student Learning Objectives, pages 27-29.

### 3.16) Assurances

Please check all of the boxes below:

3.16) Assurances	Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances	Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances	Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances	Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances	Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances	Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances	Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances	If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances	Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, August 22, 2013

---

### Page 1

#### 4.1) Teacher Practice Rubric

Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on NYS Teaching Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list.

(Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

Danielson's Framework for Teaching

(No response)

#### 4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0.

This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review.

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)

Structured reviews of lesson plans, student portfolios and other teacher artifacts

(No response)

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, label accordingly, and combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word )

(No response)

### 4.3) Survey Tools (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

(No response)

If the district plans to use one or more of the following surveys of P-12 students from the menu of State-approved surveys, please check all that apply. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. Note: As the State-approved survey lists are updated, this form will be updated with additional approved survey tools.

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(No response)

### 4.4) Assurances

Please check all of the boxes below:

4.4) Assurances   Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
4.4) Assurances   Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
4.4) Assurances   Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
4.4) Assurances   Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district.	Checked

### 4.5) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the teacher practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

The remaining 60% is based on other measures of teacher/principal effectiveness consistent with standards prescribed by the Commissioner in regulation, with the totality of points through the teacher observation process. The Danielson Framework for Teaching will be used as the observational tool for all classroom teachers. Each observed element will be scored from 1 to 4 and averaged together to yield a component score. Each component within a domain will be averaged to yield a domain score and all domains will be averaged to yield an observation score. Once the multiple observations are completed and scored, we will average

them together for an overall rubric score between 1 and 4. The overall rubric score will be converted from 0-60 based on the uploaded conversion chart.

Each time the lead evaluator and teacher meet to discuss adjustments and/or additional evidence for the rubric, Appendix D, "Calculating 60% Teacher Effectiveness" shall be initialed and dated by both parties. If all areas of the APPR Rubric have been evidenced and rated through this process, Appendix E, the Composite Summary will be initialed. The Composite Summary will be placed in the teacher's personnel file once completed and a copy will be provided to the teacher. There will be no rounding of scores between HEDI bands for final score.

If you are using tables or other graphics to explain your process for assigning points and determining HEDI ratings, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/12179/499116-eka9yMJ855/14522666-Revised 1 Calculating 60 percent Teacher Effectiveness Based on Teaching Standards.doc

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	59 to 60 points will be required for a highly effective rating which exceeds district and NYS teaching standards. Points earned during multiple observations will be averaged for a total point score.
Effective: Overall performance and results meet NYS Teaching Standards.	57 to 58 points will be required for an effective rating which meets district and NYS teaching standards. Points earned during multiple observations will be averaged for a total point score.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	50 to 56 points will indicate the need for improvement in order to meet district and NYS teaching standards. Points earned during multiple observations will be averaged for a total point score.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Below 50 points will indicate overall performance and results which do not meet district and NYS teaching standards. Points earned during multiple observations will be averaged for a total point score.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59 to 60
Effective	57 to 58
Developing	50 to 56
Ineffective	0 to 49

## 4.6) Observations of Probationary Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	2
--	---

4.6) Observations of Probationary Teachers   Informal/Short	1
4.6) Observations of Probationary Teachers   Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of probationary teachers be done in person, by video, or both?

- 
- In Person
- 

Will informal/short observations of probationary teachers be done in person, by video, or both?

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

4.7) Observations of Tenured Teachers   Formal/Long	1
4.7) Observations of Tenured Teachers   Informal/Short	1
4.7) Observations of Tenured Teachers   Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
-------------	---

Will formal/long observations of tenured teachers be done in person, by video, or both?

- 
- In Person
- 

Will informal/short observations of tenured teachers be done in person, by video, or both?

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, June 27, 2013

---

## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of growth or achievement**

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet NYS Teaching Standards.

#### **Ineffective**

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results do not meet NYS Teaching Standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

5.1) The scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

Where there is no Value-Added measure

**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**18-20**  
**18-20**  
**Ranges determined locally--see below**  
**91-100**  
**Effective**  
**9-17**  
**9-17**  
**75-90**  
**Developing**  
**3-8**  
**3-8**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness subcomponent (same as question 4.5), from 0 to 60 points

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

5.2) The scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

Where Value-Added growth measure applies  
**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**22-25**  
**14-15**  
**Ranges determined locally--see above**

**91-100**  
**Effective**  
**10-21**  
**8-13**  
**75-90**  
**Developing**  
**3-9**  
**3-7**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Thursday, August 15, 2013

---

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

6.1) Assurances -- Improvement Plans   Assure that teachers who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan (TIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
6.1) Assurances -- Improvement Plans   Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas	Checked

### 6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

assets/survey-uploads/5265/143066-Df0w3Xx5v6/Teacher Improvement Plan\_1.doc

### 6.3) Appeals Process

Pursuant to Education Law section 3012-c, a teacher may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The appeal procedures shall provide for the timely and expeditious resolution of the appeal. All

tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown grounds.

#### APPR Subject to Appeal Procedure

Any unit member aggrieved by an APPR rating of either “ineffective,” or “developing” may challenge that APPR.

In accordance with Education Law 3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law 3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.

#### Grounds for an Appeal

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- a. The substance of the Annual Professional Performance Review
- b. The district’s failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law 3012-c and applicable rules and regulations.
- c. The district’s failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures.
- d. The district’s failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law 3012-c.

#### Burden of Proof

In an appeal, the teacher has the burden of demonstrating by clear and convincing evidence that his/her overall rating of “developing” or “ineffective” was affected by substantial error or defect.

#### Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within 5 to 15 school days after the teacher has received the APPR. Notification of the appeal shall be provided to the superintendent of schools or his designee. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

#### Timeframe for District Response to Appeal

Within fifteen (15) calendar days of receipt of a Teacher’s appeal, the Superintendent will consult with the district staff member who issued the performance review and/or who were or are responsible for either the issuance and/or implementation of the terms of the teacher’s improvement plan (TIP). The Superintendent will then consider the merits of the appeal and will respond in writing with a determination to the teacher initiating the appeal.

In the event the staff member or staff members who issued a performance review are not available, an alternative staff member as designated by the Superintendent (i.e., the staff member assigned that responsibility in the future) may submit written responses and/or consult with the Superintendent.

#### Decision

A written decision on the merits of the appeal shall be rendered by the Superintendent no later than 30 calendar days from the date upon which the teacher filed his or her appeal with the District .

For Tenured Teachers, the determination shall be based solely on the written record.

- a. The decision will be comprised of the tenured teacher’s appeal papers and any documentary evidence which accompanied the appeal, as well as the district’s response to the appeal and additional documentary evidence submitted with such papers.
- b. The decision will set forth the reasons and basis for each determination on the specific issues raised in the teacher’s appeal.
- c. If an appeal is sustained in whole or in part, the decision maker may set aside a rating and direct that a new evaluation (or portion thereof) be conducted, or award such other relief as he/she deems appropriate under the circumstances.
- d. A copy of the decision shall be provided to the tenured teacher and the evaluator, and a copy of the decision with appeal documents will be attached to the APPR and placed in the teacher’s personnel file.

For Non-Tenured Teachers, the Superintendent will consider the merits of the appeal.

- a. The superintendent will respond in writing with a decision to the non-tenured teacher initiating the appeal. The evaluator will be copied on the decision.
- b. The decision shall set forth reason(s) for determination of the teacher’s appeal.
- c. If an appeal is sustained in whole or in part, the decision maker may set aside a rating and direct that a new evaluation (or portion thereof) be conducted, or award such other relief as he/she deems appropriate under the circumstances.

- d. A copy of the decision shall be provided to the probationary teacher and the evaluator, and a copy of the decision with appeal documents will be attached to the APPR and placed in the teacher's personnel file.
- e. In no case will the Superintendent's authority to recommend or not recommend tenure, or the Board's authority to grant or not grant tenure, or the Superintendent's authority to recommend the termination of a probationary appointment, or the Board's authority to terminate a probationary appointment be impacted by a pending appeal and/or the outcome of an appeal procedure for statutorily and constitutionally permissible reasons other than the teacher's or principal's performance that is the subject of the appeal.

Appeal decision shall be final and binding on the parties, and shall not be subject to any further appeal through any other process including grievance or arbitration procedures contained within the parties' collective bargaining agreement, adjudication before an administrative body or individual (including but not limited to the Commissioner of Education) or court action.

## 6.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

The Hinsdale CSD Administration have been attending training sessions providing by the Cattaraugus-Allegany BOCES Instructional Support team and Network Training group. All three administrators hold certification as school administrators, both at the school and district level. To date, over 80 hours have been logged in training sessions provided which encompass these areas:

- CABOCES, Danielson rubric
- NYSED Lead Evaluator
- Data Driven Instruction
- Teacher Lead Evaluator
- Lead Evaluator Training
- RTTT Network Training
- NYS APPR Review Room
- APPR/SLO
- Principal Lead Evaluator

Administrators have been trained in the nine elements listed in Section 30-2.9 of the Rules of the Board of Regents and will be certified as lead evaluators. Further, additional training offered through Cattaraugus-Allegany BOCES for APPR, including the ensurance of inter-rater reliability will be taken advantage of by the Hinsdale Central School district.

Administrators, including Lead Evaluators, will be re-certified through recommendation of the Superintendent and approval of the Board of Education annually using a similar process as described above. Any new administrators, including Lead Evaluators will also be trained as described in the above process.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

---

• Checked

---

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers   Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers   Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
6.6) Assurances -- Teachers   Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers   Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers   Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

## 6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data   Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
6.7) Assurances -- Data   Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
6.7) Assurances -- Data   Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

# 7. Growth on State Assessments or Comparable Measures (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, July 25, 2013

## Page 1

### 7.1) STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved Value-Added Measure)

For principals in buildings with Grades 4-8 ELA, Math and/or High School courses with State or Regents assessments, (or principals of programs with any of these assessments), NYSED will provide value-added measures. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

In order for a principal to receive a State-provided value-added measure, at least 30% of the students in the principal's school or program must take the applicable State or Regents assessments. This will include most schools in the State.

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

Value-Added measures will apply to schools or principals with the following grade configurations in this district (please list, e.g., K-5, PK-6, 6-8, 6-12, 9-12):

Grades K-12
(No response)

### 7.2) Assurances -- State-Provided Measures of Student Growth

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth   Assure that the value-added growth score(s) provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth   Assure that the State-provided growth measure will be used if a value-added measure has not been approved	Checked

### 7.3) STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms

List of State-approved 3rd party assessments

First, list the grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

School or Program Type	SLO with Assessment Option	Name of the Assessment

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Students in grades 4 through 8 comprise over 31% of the K-12 Principal's entire student body.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Results on State Assessments 4-8 in ELA and Math will exceed state expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results on State Assessments 4-8 in ELA and Math meet state expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results on State Assessments 4-8 in ELA and Math are below state expectations.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Results on State Assessments 4-8 in ELA and Math are well below below state expectations.

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

(No response)

## 7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

(No response)

## 7.5) Principals with More Than One Growth Measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI category and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Principals of K-8 schools with growth measures for ELA and Math grades 4-8.)

If Principals have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points and Districts will weight each in proportion to the number of students covered by the SLO to reach a combined score for this subcomponent.

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, August 22, 2013

---

## Page 1

### Locally-Selected Measures of Student Achievement or Growth

Locally comparable means that the same locally-selected measures of student achievement or growth must be used for all principals in the same or similar programs or grade configurations across the district or BOCES.

Please note: only one locally-selected measure is required for principals in the same or similar programs or grade configurations, but some districts may prefer to have more than one measure for principals in the same or similar programs or grade configurations. This APPR form therefore provides space for multiple locally-selected measures for each principal in the same or similar program or grade configuration across the district. Therefore, if more than one locally-selected measure is used for all principals in the same or similar program or grade configuration, districts must complete additional copies of this form and upload as attachments for review.

Also note: districts may use more than one locally-selected measure for **different** groups of principals **within the same or similar programs or grade configurations** if the district/BOCES prove comparability based on Standards of Educational and Psychological Testing. If a district is choosing different measures for different groups of principals within the same or similar programs or grade configurations, they must complete additional copies of this form and upload as attachments for review.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

Also note: if your district/BOCES is using the same assessment for both the State growth or other comparable measures subcomponent and the locally-selected measures subcomponents, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

### 8.1) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR PRINCIPALS WITH AN APPROVED VALUE-ADDED MEASURE (15 points)

**In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.**

***Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.***

***The options in the drop-down menus below are abbreviated from the following list:***

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
Grades K-12	(d) measures used by district for teacher evaluation	NYS Grade 8 Science Assessments, NYS Living Environment Regents Assessments
Grades K-12	(d) measures used by district for teacher evaluation	STAR Reading Enterprise

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Principals will set group (banded) student achievement targets (approved by the Superintendent) based on baseline data for the above grade configurations and assessments; Principal will be assigned points on the percentage of students meeting or exceeding those targets. Principal will use an average of those results for a total score (whole numbers) for locally selected measures for student achievement.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement results in order to be classified as Highly Effective will be in the range of 85% to 100%.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement results in order to be classified as Effective will be in the range of 65% to 84%.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement results in order to be classified as Developing will be in the range of 55% to 64%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achievement results in order to be classified as Ineffective will be in the range of 0% to 54%.

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word )

assets/survey-uploads/12190/499120-8o9AH60arN/14522652-Revised 1 Appen. C, Calculating 15 points locally selected measures of student achievement\_.doc

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

(No response)

## 8.2) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER PRINCIPALS (20 points)

**In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.**

**Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.**

**The options in the drop-down menus below are abbreviated from the following list:**

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or

**Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.**

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable.

If you need additional space, upload a copy of "Form 8.2: Locally Selected Measures for All Other Principals" as an attachment for review. [Click here for a downloadable copy of Form 8.2. \(MS Word\)](#)

(No response)

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

(No response)

### 8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher’s score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

The Principal and Superintendent will meet in September, assess baseline data on Grades K-3 literacy, per results of initial STAR Early Literacy Enterprise-ELA data and set targets. Targets for results in Grades 8, State assessments in Science and High School Living Environment Regents will also be set at that time, again based on baseline data, students' past academic history, status in special education programs.

## 8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

The locally selected measures will be combined proportionately, according to student population, to be formulated into one final score and converted according to the attached chart.

## 8.5) Assurances

Please check all of the boxes below:

8.5) Assurances   Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances   Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances   Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances   Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances   Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances   If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances   Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, August 22, 2013

---

## Page 1

### 9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

Multidimensional Principal Performance Rubric

(No response)

### 9.2) Points Within Other Measures

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

If you checked "no" above, fill in the group of principals covered:

(No response)

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, label accordingly, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below if assigning any points to "ambitious and measurable goals":

9.3) Assurances -- Goals   Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(No response)
--	---------------

9.3) Assurances -- Goals   Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)
--	---------------

### 9.4) Sources of Evidence (if applicable)

If you indicated above that one or more points will be assigned to the "ambitious and measurable goals" measure, identify at least two of the following sources of evidence that will be utilized as part of assessing every principal's goal(s):

9.4) Sources of Evidence (if applicable)   Structured feedback from teachers using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)   Structured feedback from students using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)   Structured feedback from families using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)   School visits by other trained evaluators	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)   Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)
---	---------------

### 9.5) Survey Tool(s) (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
---	---------------

K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
--	---------------

K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
---	---------------

K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
--	---------------

K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
---	---------------

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

## 9.6) Assurances

Please check all of the boxes below:

9.6) Assurances   Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
9.6) Assurances   Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction	Checked
9.6) Assurances   Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
9.6) Assurances   Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district or BOCES.	Checked

## 9.7) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the principal practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

Through a series of observations and meetings throughout the year, formal, informal, and unannounced, the Principal will be evaluated by the Superintendent on all ISLLC standards, throughout the six domains of the Multidimensional Principal Performance Rubric. HEDI ratings are determined in a similar manner to the Teacher's "Other Measures of Effectiveness." Each observed subcomponent will be scored from 1 to 4 and averaged together to yield a domain score. Domain scores will be averaged together to result in a school visit score. Once all visits have been completed, the scores will be averaged together to yield an overall rubric score from 1 to 4, which will then be converted from 0 to 60 using the attached conversion chart.

See attached Table. Rounding rules will apply when computing a 0-60 score will not permit a HEDI score to move between HEDI bands.

If you are using tables or other graphics to explain your process for assigning points and determining HEDI ratings, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/12205/499121-pMADJ4gk6R/14522872-RevisedAppend I 60 percent calculation-Annual Professional Review Rubric Summary Form-Principals.doc

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed standards.	In order to be classified as Highly Effective and exceeding district and ISLLC Standards will be in the range of 59 to 60 points.
---	---

Effective: Overall performance and results meet standards.	In order to be classified as Effective and meeting district and ISLLC Standards will be in the range of 57 to 58 points.
Developing: Overall performance and results need improvement in order to meet standards.	In order to be classified as Developing and needing improvement in meeting district and ISLLC Standards will be in the range of 50 to 56 points.
Ineffective: Overall performance and results do not meet standards.	In order to be classified as Ineffective and not meeting district and ISLLC Standards will be in the range of 0 to 49 points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59 to 60
Effective	57 to 58
Developing	50 to 56
Ineffective	0 to 49

## 9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators, making sure that the number of visits "by supervisor" is at least 1 and the total number of visits is at least 2, for both probationary and tenured principals. If your APPR plan does not include visits by a trained administrator or independent evaluator, enter 0 in those boxes.

### **Probationary Principals**

By supervisor	1
By trained administrator	3
By trained independent evaluator	0
Enter Total	4

### **Tenured Principals**

By supervisor	1
By trained administrator	2
By trained independent evaluator	0
Enter Total	3

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, June 27, 2013

---

## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of growth or achievement**

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES- adopted expectations for growth or achievement for grade/subject.

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet ISLLC leadership standards.

#### **Ineffective**

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results do not meet ISLLC leadership standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

10.1) The scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

Where there is no Value-Added measure

**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**18-20**  
**18-20**  
**Ranges determined locally--see below**  
**91-100**  
**Effective**  
**9-17**  
**9-17**  
**75-90**  
**Developing**  
**3-8**  
**3-8**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness Subcomponent (same as question 9.7), from 0 to 60 points

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

10.2) The scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

Where Value-Added growth measure applies  
**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Thursday, August 15, 2013

---

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

11.1) Assurances -- Improvement Plans   Assure that principals who receive a Developing or Ineffective rating will receive a Principal Improvement Plan (PIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
11.1) Assurances -- Improvement Plans   Assure that PIPs shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas	Checked

### 11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

[assets/survey-uploads/5276/145860-Df0w3Xx5v6/Append K Principal Improvement Plan.doc](#)

### 11.3) Appeals Process

Pursuant to Education Law section 3012-c, a principal may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

## Principal APPR Appeal Process

A. A principal who receives a “Developing or Ineffective” rating on his/her APPR shall be entitled to appeal this rating. This appeal must be done in written form and submitted to the Superintendent of Schools who has been trained in accordance with the requirements of the statute and regulation. An evaluation shall not be placed in a principal’s personnel file until either the expiration of a thirty (30) business day period during which an appeal could be filed by the principal or the conclusion of the appeal process described herein, whichever is later.

B. The principal must submit a written description of the specific areas of disagreement over his/her performance review, or the issuance and/or implementation of the terms of his/her improvement plan. The district upon written request must provide any additional written documents or materials relevant to the appeal for the same. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. These concerns are limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law:

- Substance of evaluation
- Adherence to standards and methods
- Adherence to Commissioner’s Regulation
- Compliance with negotiated procedure
- Issuance and/or compliance with terms of an improvement plan

C. A principal may not file more than one appeal on the same evaluation.

D. The burden shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

E. An appeal must be filed no later than 15 business days of the date when the principal receives their final and complete yearly evaluation and/or improvement plan.

F. An Appeal Panel will consist of: 1 – Local tenured Administrator who holds District leadership certification, mutually agreed upon between the Superintendent and the Association President  
1 – Hinsdale Administrator’s President or President’s Designee (Association President cannot represent him/herself)  
1 - Local Superintendent mutually agreed upon between the Superintendent and the Association President

G. The Superintendent or designee will respond to the appeal with a written response acknowledging the appeal and directing further administrative action. This correspondence will be made within fifteen (15) calendar days of the receipt of the appeal. The response will include all additional documents or written materials relevant to the point (s) of disagreement that support the district’s response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal.

H. The Appeal Panel and appellant will meet within ten (10) calendar days of the written response to review the appeal and either modify the principal evaluation rating or deny the appeal.

Note: the Appeal Panel's decision will be final and conclude the appeals process.

I. The conclusion of the appeal process in the first year of an ineffective or developing rating, issuance of a PIP, or implementation of a PIP shall not preclude any challenge of the performance review or PYP at any subsequent 3020-a disciplinary arbitration initiated by the school district.

J. In no case will the Superintendent’s authority to recommend or not recommend tenure, or the Board’s authority to grant or not grant tenure, or the Superintendent’s authority to recommend the termination of a probationary appointment, or the Board’s authority to terminate a probationary appointment be impacted by a pending appeal and/or the outcome of an appeal procedure for statutorily and constitutionally permissible reasons other than the teacher's or principal's performance that is the subject of the appeal.

## 11.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

Since November, 2010, the Principal, Assistant Principal, and Superintendent have been attending training sessions providing by the Cattaraugus-Allegany BOCES Instructional Support team and Network Training group. All three administrators hold certification as school administrators, both at the school and district level. To date, over 80 hours have been logged in training sessions provided

which encompass these areas:  
Candi McKay, Danielson rubric  
NYSED Lead Evaluator  
Data Driven Instruction  
Teacher Lead Evaluator  
Lead Evaluator Training  
RTTT Network Training  
NYS APPR Review Room  
APPR/SLO  
Principal Lead Evaluator

Administrators have been trained in the nine elements listed in Section 30-2.9 of the Rules of the Board of Regents and will be certified as lead evaluators. Further, additional training offered through Cattaraugus-Allegany BOCES for APPR, including the ensurance of inter-rater reliability will be taken advantage of by the Hinsdale Central School district.

All of the administrators have been additionally trained in the Multidimensional Principal Performance Rubric throughout the past year through Cattaraugus-Allegany BOCES and a representative of L.C.I, Learner-Centered Initiatives, Ltd. Administrators, including Lead Evaluators, will be re-certified through recommendation of the Superintendent and approval of the Board of Education annually using a similar process as described above. Any new administrators, including Lead Evaluators will also be trained as described in the above process.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

---

• Checked

---

## 11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals   Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals   Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
11.6) Assurances -- Principals   Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals   Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals   Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

## 11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data   Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
11.7) Assurances -- Data   Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
11.7) Assurances -- Data   Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Monday, August 26, 2013

---

### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

[assets/survey-uploads/12158/499124-3Uqgn5g9Iu/APPR Signatures 8-26-13.PDF](#)

#### File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

## HINSDALE CENTRAL SCHOOL

### Conversion Chart for Assigning Points Based on SLO/Local Targets, 20 points

INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
2 points: 47% - 49% met target	8 points: 68% - 69% met target	17 points: 83 – 84% met target	20 points: 96 – 100% met target
1 point: 43% - 46% met target	7 points: 66% - 67% met target	16 points: 82% met target	19 points: 91% - 95% met target
0 points: 42% or fewer met target	6 points: 64% - 65% met target	15 points: 81% met target	18 points: 85 – 90% met target
	5 points: 62% - 63% met target	14 points: 80% met target	
	4 points: 60% – 61% met target	13 points: 79% met target	
	3 points: 50% - 59% met target	12 points: 78% met target	
		11 points: 77% met target	
		10 points: 76% met target	
		9 points: 70 to 75% met target	

## **Calculating 15 points locally selected measures of student achievement**

**15% local measures - Example Conversion Charts  
for Assessments Scored on 0-100 Scale**

<b>Example 0-100 Point Scale Conversion Chart*</b>	
Based on a 100 Percentage Scale	Converted to 1-4 Rating
Ineffective	
0	1.0
15	1.1
28	1.2
41	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65	2.5
67	2.6
69	2.7
71	2.8
73	2.9
75	3
77	3.1
79	3.2
82	3.3
84	3.4
Highly Effective	
85	3.5
88	3.6
91	3.7
94	3.8
97	3.9
100	4

**\*Can be used with any assessment scored on a 100 point scale. The percentage listed in the chart is the minimum percentage necessary to achieve the corresponding rating.**

**15% local measures - Example Conversion Charts**  
**1-4 Rubric to Sub-Component Score**

<b>Example 1-4 Rubric Conversion Scale</b>	
Based on a 1-4 Rubric Rating	20 Point Conversion
Ineffective	
1	0
1.1	1
1.2	1
1.3	2.0
1.4	2.0
Developing	
1.5	3.0
1.6	4.0
1.7	4.0
1.8	5.0
1.9	5.0
2	6.0
2.1	7.0
2.2	7.0
2.3	8.0
2.4	8.0
Effective	
2.5	9.0
2.6	10.0
2.7	11.0
2.8	12.0
2.9	13.0
3	14.0
3.1	14.0
3.2	15.0
3.3	16.0
3.4	17.0
Highly Effective	
3.5	18.0
3.6	18.0
3.7	19.0
3.8	19.0
3.9	20.0
4	20.0



## **Calculating 15 points locally selected measures of student achievement**

**15% local measures - Example Conversion Charts  
for Assessments Scored on 0-100 Scale**

<b>Example 0-100 Point Scale Conversion Chart*</b>	
Based on a 100 Percentage Scale	Converted to 1-4 Rating
Ineffective	
0	1.0
15	1.1
28	1.2
41	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65	2.5
67	2.6
69	2.7
71	2.8
73	2.9
75	3
77	3.1
79	3.2
82	3.3
84	3.4
Highly Effective	
85	3.5
88	3.6
91	3.7
94	3.8
97	3.9
100	4

**\*Can be used with any assessment scored on a 100 point scale. The percentage listed in the chart is the minimum percentage necessary to achieve the corresponding rating.**

**15% local measures - Example Conversion Charts**  
**1-4 Rubric to Sub-Component Score**

<b>Example 1-4 Rubric Conversion Scale</b>	
<b>Based on a 1-4 Rubric Rating</b>	<b>20 Point Conversion</b>
Ineffective	
1	0
1.1	1
1.2	1
1.3	2.0
1.4	2.0
Developing	
1.5	3.0
1.6	4.0
1.7	4.0
1.8	5.0
1.9	5.0
2	6.0
2.1	7.0
2.2	7.0
2.3	8.0
2.4	8.0
Effective	
2.5	9.0
2.6	10.0
2.7	11.0
2.8	12.0
2.9	13.0
3	14.0
3.1	14.0
3.2	15.0
3.3	16.0
3.4	17.0
Highly Effective	
3.5	18.0
3.6	18.0
3.7	19.0
3.8	19.0
3.9	20.0
4	20.0



## Calculating 60 percent Teacher Effectiveness Based on Teaching Standards

In order to measure the Professional Practice sub-component of the teacher’s evaluation districts will utilize the locally negotiated (and SED approved) teacher evaluation Danielson Teacher Practice Rubric. Each teacher will be annually assessed on each of the four domains.

Once observations and evidence collection has taken place, evaluators will calculate the final subcomponent score using the following Teacher Evaluation Form “Calculating the 60 percent Professional Practice Score.”

**Observation #1 Date** \_\_\_\_\_ **Evaluator** \_\_\_\_\_

**Observation #2 Date** \_\_\_\_\_ **Evaluator** \_\_\_\_\_

**Observation #3 (if applicable) Date** \_\_\_\_\_ **Evaluator** \_\_\_\_\_

Assessment of Teacher Effectiveness Standard	Observation #1 and Evidence Score	Observation #2 and Evidence Score	Observation #3(if applicable) and Evidence Score
<p>Domain 1                      Planning and Preparation                      (Demonstrating knowledge of Content and Pedagogy, Demonstrating knowledge of students, Setting instructional outcomes, Demonstrating knowledge of resources, Designing coherent instruction, Designing student assessments)</p>			
<p>Domain 2                      Classroom Environment                      (Creating an environment of respect and rapport, Establishing a culture for learning, Managing classroom procedures, Managing student behavior, Organizing physical space)</p>			
<p>Domain 3                      Instruction                      (Communicating with students, Using questioning and discussion techniques, Engaging students in learning, Using assessment in instruction, Demonstrating flexibility and responsiveness)</p>			
<p>Domain 4                      Professional Responsibilities                      (Reflecting on teaching, Maintaining accurate records, Communicating with families, Participating in a professional community, Growing and developing professionally, Showing professionalism)</p>			
Subtotal of observation and evidence column			
Divide by the number of standards evaluated in each column			

Average the final scores (Are the observations and evidence collections weighted differently? If so, take this into account)			
Total score of Professional Practice 1-4 Rating			

This rating will be converted to a sub-component composite score from 0-60 (a conversion chart is provided on the following page).

**Rubric Score to Sub-Component Conversion Chart**

<b>Total Average Rubric Score</b>	<b>Category</b>	<b>Conversion score for composite</b>
<b>Ineffective 0-49</b>		
1.0		0
1.1		12
1.2		25
1.3		37
1.4		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
<b>Effective 57-58</b>		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8

<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.7
3.9		59.9
4		60.25 (round to 60)

**Note:** Rounding rules apply and will not move an individual score to the next band.

### Danielson TED Rubric Example

<b>Assessment of Teacher Effectiveness Standard</b>	<b>Observation #1 and Evidence Score</b>	<b>Observation #2 and Evidence Score</b>	<b>Observation #3 and Evidence Score</b>
Domain 1 Planning and Preparation	3	2	4
Domain 2 Classroom Environment	4	3	4
Domain 3 Instruction	3	3	3
Domain 4 Professional Responsibilities	3	3	2
Subtotal of observation and evidence column	13	11	13
Divide by the number of standards evaluated in each column	$13/4 = 3.25$	$11/4 = 2.75$	$13/4 = 3.25$
Average the final scores	$9.25/3$		
Total score of Professional Practice 1-4 Rating	<b>3.08</b>		
HEDI Rating	<b>Effective</b>		
Sub-component score	<b>58</b>		

## Hinsdale Central Teacher Improvement Plan (TIP)

The sole purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as “developing” or “ineffective.” The evaluator and teacher will jointly determine the strategies to be undertaken to correct the deficiencies.

Teacher \_\_\_\_\_  
 Grade/Subject \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 [Teacher Association Representative \_\_\_\_\_]  
 Date \_\_\_\_\_

**List the area(s) needing improvement. If there are several, indicate the priority order for addressing them (attach a separate page if appropriate)**

Priority	Area needing improvement	Performance goal

**Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve an effective rating.**

**Describe the professional development opportunities, materials, resources and supports the District will make available.**

**Assignment of a mentor teacher**

Name of Mentor \_\_\_\_\_

The teacher, evaluator, mentor (if applicable) and an Association representative (if requested by the teacher) shall meet \_\_\_\_\_ to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Evaluator’s Signature \_\_\_\_\_  
 Date \_\_\_\_\_

Teacher’s Signature \_\_\_\_\_  
 Date \_\_\_\_\_

<b>Meeting Dates</b>				
----------------------	--	--	--	--

Evaluator Comments \_\_\_\_\_ Meeting Date \_\_\_\_\_

Teacher Comments

### **Recommendation for Results of TIP**

- The teacher has met the performance goals identified through the TIP.

- The teacher has not met the performance goals.

**Next Steps**

Evaluator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

## **Calculating 15 points locally selected measures of student achievement**

**15% local measures - Example Conversion Charts  
for Assessments Scored on 0-100 Scale**

<b>Example 0-100 Point Scale Conversion Chart*</b>	
Based on a 100 Percentage Scale	Converted to 1-4 Rating
Ineffective	
0	1.0
15	1.1
28	1.2
41	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65	2.5
67	2.6
69	2.7
71	2.8
73	2.9
75	3
77	3.1
79	3.2
82	3.3
84	3.4
Highly Effective	
85	3.5
88	3.6
91	3.7
94	3.8
97	3.9
100	4

**\*Can be used with any assessment scored on a 100 point scale. The percentage listed in the chart is the minimum percentage necessary to achieve the corresponding rating.**

**15% local measures - Example Conversion Charts**  
**1-4 Rubric to Sub-Component Score**

<b>Example 1-4 Rubric Conversion Scale</b>	
Based on a 1-4 Rubric Rating	20 Point Conversion
Ineffective	
1	0
1.1	1
1.2	1
1.3	2.0
1.4	2.0
Developing	
1.5	3.0
1.6	4.0
1.7	4.0
1.8	5.0
1.9	5.0
2	6.0
2.1	7.0
2.2	7.0
2.3	8.0
2.4	8.0
Effective	
2.5	9.0
2.6	10.0
2.7	11.0
2.8	12.0
2.9	13.0
3	14.0
3.1	14.0
3.2	15.0
3.3	16.0
3.4	17.0
Highly Effective	
3.5	18.0
3.6	18.0
3.7	19.0
3.8	19.0
3.9	20.0
4	20.0



## Hinsdale Central School District

**Annual Professional Performance Review**  
**Principal Rubric Summary Form**

Name: \_\_\_\_\_  
 Position: \_\_\_\_\_

Bldg/Dept. \_\_\_\_\_  
 Evaluator: \_\_\_\_\_

CRITERIA	I	D	E	HE	EVIDENCE
<b>Domain 1 – Shared Vision of Learning</b> An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.					
<b>Culture</b> (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Sustainability</b> (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CRITERIA	I	D	E	HE	EVIDENCE
<b>Domain 2 – School Culture and Instructional Program</b> An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.					
<b>Culture</b> (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Instructional Program</b> (design and delivery of high quality curriculum that produces clear evidence of learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Capacity Building</b> (developing potential and tapping existing internal expertise to promote learning and improve practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Sustainability</b> (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Strategic Planning Process; monitoring/inquiry</b> (the implementation and stewardship of goals, decisions and actions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CRITERIA	I	D	E	HE	EVIDENCE
<b>Domain 3 – Safe, Efficient, Effective Learning Environment</b> An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.					
<b>Capacity Building</b> (developing potential and tapping existing internal expertise to promote learning and improve practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Culture</b> (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Sustainability</b> (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Instructional Program</b> (design and delivery of high quality curriculum that produces clear evidence of learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CRITERIA	I	D	E	HE	EVIDENCE
<b>Domain 4 – Community</b> An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.					
<b>Strategic Planning Process: Inquiry</b> (gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Culture</b> (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Sustainability</b> (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CRITERIA	I	D	E	HE	EVIDENCE
<b>Domain 5 – Integrity, Fairness, Ethics</b> An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.					
<b>Sustainability</b> (a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Culture</b> (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CRITERIA	I	D	E	HE	EVIDENCE
<b>Domain 6 – Political, Social, Economic, Legal and Cultural Context</b> An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.					
<b>Sustainability</b> (a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Culture</b> (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SUMMARY COMMENTS</b>		
Date:	Time in:	Time out:
Announced: <input type="checkbox"/>	Unannounced: <input type="checkbox"/>	Number of Students:
Brief description of the lesson/observation:		
Date:	Time in:	Time out:
Announced: <input type="checkbox"/>	Unannounced: <input type="checkbox"/>	Number of Students:
Brief description of the lesson/observation:		
Date:	Time in:	Time out:
Announced: <input type="checkbox"/>	Unannounced: <input type="checkbox"/>	Number of Students:
Brief description of the lesson/observation:		
<b>COMMENTS BY ADMINISTRATOR</b>		
<b>Non-Tenured</b>		<input type="checkbox"/>
<b>Tenured</b>		<input type="checkbox"/>

**OVERALL EVALUATION:****Highly Effective****Effective****Developing****Ineffective**\_\_\_\_\_  
Superintendent's Signature/Date\_\_\_\_\_  
Administrator's Signature/Date

**Hinsdale Central School**  
**Principal's Leadership and Management: : LCI Multidimensional Rubric**  
**Example of Calculation of 60 points of effectiveness**

**Name of Principal:**

**School Year:**

<b>DOMAIN</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
Shared vision of learning		<b>3</b>		
School Culture and Instructional Program	<b>4</b>			
Safe, Efficient, Effective Learning Environment				
Community		<b>3</b>		
Integrity, Fairness, Ethics			<b>2</b>	
Political, Social, Economic, Legal and Cultural Context	<b>4</b>			

Subtotal of observation and evidence column	8	6	2
Divide by the number of standards evaluated in each column	$8/2 = 4$	$6/2 = 3$	$2/2 = 1$
Average the final scores	$8/3 = 2.67$		
Total score of Professional Practice 1-4 Rating	<b>2.67</b>		
HEDI Rating	<b>Effective</b>		
Sub-component score	<b>57.4</b>		

**Overall Rating:** \_\_\_\_\_  
(Circle one)

Highly Effective

Effective

Developing

Ineffective

Rubric Score to Sub-Component Conversion Chart

<b>Total Average Rubric Score</b>	<b>Category</b>	<b>Conversion score for composite</b>
<b>Ineffective 0-49</b>		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
<b>Effective 57-58</b>		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

## *Principal Improvement Plan*

NAME \_\_\_\_\_

SCHOOL BUILDING/POSTHION \_\_\_\_\_

ACADEMIC YEAR \_\_\_\_\_

Deficiency that promulgated the “developing or ineffective” performance rating:

---

---

---

---

---

Improvement Goal/Outcome: \_\_\_\_\_

---

---

---

Action Steps/Activities:

---

---

---

---

Timeline for completion:

---

Required and Accessible Resources (Professional Development) including responsibility for provision: \_\_\_\_\_

---

Date(s) for formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December \_\_\_\_\_

March \_\_\_\_\_

Other if needed \_\_\_\_\_

Evidence of Goal Achievement:

---

---

---

---

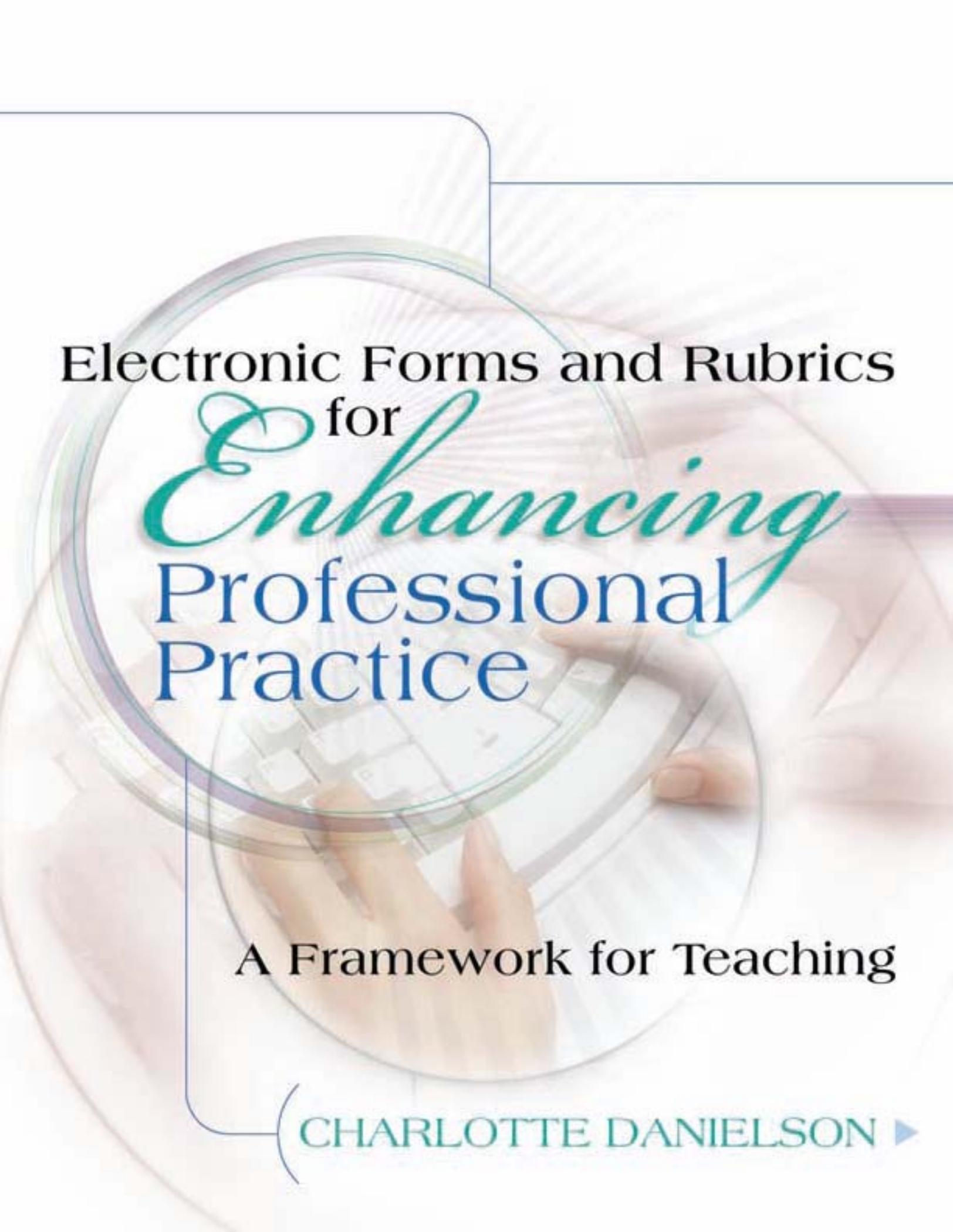
Administrator Signature: \_\_\_\_\_

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

Superintendent Signature: \_\_\_\_\_

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





Electronic Forms and Rubrics  
for  
*Enhancing*  
Professional  
Practice

A Framework for Teaching

CHARLOTTE DANIELSON ►



Association for Supervision and Curriculum Development  
1703 N. Beauregard St. • Alexandria, VA 22311-1714 USA  
Phone: 800-933-2723 or 703-578-9600 • Fax: 703-575-5400  
Web site: [www.ascd.org](http://www.ascd.org) • E-mail: [member@ascd.org](mailto:member@ascd.org)  
Author guidelines: [www.ascd.org/write](http://www.ascd.org/write)

Produced in the United States of America. Cover art copyright © 2008 by ASCD. ASCD publications present a variety of viewpoints. The views expressed or implied in this product should not be interpreted as official positions of the Association.

ASCD product # EFREPP s9/08

Copyright © 2008 by the Association for Supervision and Curriculum Development (ASCD).

## TERMS AND CONDITIONS OF USE.

By purchasing *Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching* (“Publication”), you acknowledge that the Publication is owned by ASCD and protected, without limitations, pursuant to the U.S. and international copyright and trademark laws, and further agree to the following Terms and Conditions of Use:

1) Purchase of the Publication includes the limited, non-assignable, non-transferrable license to upload the Publication, in whole or part, to a secured network or software, for access by internal staff and authorized users only, for the non-commercial purpose of implementing the Danielson Framework for Teaching for staff assessment, evaluation, and professional development. As purchaser or purchaser’s authorized user, you may make minor modifications to adapt the Publication as required for staff evaluation and assessment purposes, make printouts of the Publication, in whole or part, for personal, school, district, or consortium use, on condition that the following legend appear on every copy displayed, reproduced, and distributed:

Source: *Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching*, by Charlotte Danielson. Alexandria, VA: ASCD, 2008. Used by permission. All rights reserved. Learn more about ASCD at [www.ascd.org](http://www.ascd.org).

2) ASCD reserves all proprietary rights in and uses of the Publication not expressly granted above.

You may **not**:

- Make modifications to the Publication, in whole or part, other than to make de minimis revisions for the purpose stated above.
- Create derivative works or allow third parties to do so, or to use the Publication or portions in any other work.
- Share, distribute, or post the Publication, in whole or part, on any websites or shared platforms made available for general public access or to subscribers, including, but not limited to, access via the Internet. Sharing access to the Publication (including the dissemination of passwords or access codes) with third parties shall result in termination of this license.
- Use the Publication for unlawful purposes.
- Allow any third party use of the Publication, in whole or part.

For other requests, contact Permissions at ASCD: 703-575-5749 or [permissions@ascd.org](mailto:permissions@ascd.org). For translation inquiries, contact: [translations@ascd.org](mailto:translations@ascd.org).

# Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching

*Charlotte Danielson*

Introduction.....	1
The following materials are from <i>Enhancing Professional Practice: A Framework for Teaching 2<sup>nd</sup></i> ed. Information corresponding to that publication appears in parentheses.	
Domain 1: Planning and Preparation:	
Component 1a: Demonstrating Knowledge of Content and Pedagogy.....	2
(Figure 4.1, p. 47)	
Domain 1: Planning and Preparation:	
Component 1b: Demonstrating Knowledge of Students.....	3
(Figure 4.2, pp. 49–50)	
Domain 1: Planning and Preparation:	
Component 1c: Setting Instructional Outcomes .....	5
(Figure 4.3, p. 54)	
Domain 1: Planning and Preparation:	
Component 1d: Demonstrating Knowledge of Resources .....	6
(Figure 4.4, p. 56)	
Domain 1: Planning and Preparation:	
Component 1e: Designing Coherent Instruction.....	7
(Figure 4.5, pp. 60–61)	
Domain 1: Planning and Preparation:	
Component 1f: Designing Student Assessments.....	9
(Figure 4.6, p. 63)	
Domain 2: The Classroom Environment:	
Component 2a: Creating an Environment of Respect and Rapport .....	10
(Figure 4.7, p. 66)	
Domain 2: The Classroom Environment:	
Component 2b: Establishing a Culture for Learning .....	11
(Figure 4.8, p. 69)	
Domain 2: The Classroom Environment:	
Component 2c: Managing Classroom Procedures .....	12
(Figure 4.9, p. 72)	
Domain 2: The Classroom Environment:	
Component 2d: Managing Student Behavior.....	13
(Figure 4.10, p. 74)	
Domain 2: The Classroom Environment:	
Component 2e: Organizing Physical Space .....	14
(Figure 4.11, p. 76)	
Domain 3: Instruction:	
Component 3a: Communicating with Students.....	15
(Figure 4.12, p. 80)	
Domain 3: Instruction:	
Component 3b: Using Questioning and Discussion Techniques .....	16
(Figure 4.13, p. 82)	
Domain 3: Instruction:	
Component 3c: Engaging Students in Learning.....	17
(Figure 4.14, p. 85)	
Domain 3: Instruction:	
Component 3d: Using Assessment in Instruction .....	18
(Figure 4.15, p. 89)	

Domain 3: Instruction:	
Component 3e: Demonstrating Flexibility and Responsiveness.....	19
(Figure 4.16, p. 91)	
Domain 4: Professional Responsibilities:	
Component 4a: Reflecting on Teaching.....	20
(Figure 4.17, p. 94)	
Domain 4: Professional Responsibilities:	
Component 4b: Maintaining Accurate Records.....	21
(Figure 4.18, p. 97)	
Domain 4: Professional Responsibilities:	
Component 4c: Communicating with Families.....	22
(Figure 4.19, p. 100)	
Domain 4: Professional Responsibilities:	
Component 4d: Participating in a Professional Community.....	23
(Figure 4.20, p. 103)	
Domain 4: Professional Responsibilities:	
Component 4e: Growing and Developing Professionally.....	24
(Figure 4.21, p. 105)	
Domain 4: Professional Responsibilities:	
Component 4f: Showing Professionalism.....	25
(Figure 4.22, pp. 107–108)	
Domain 1 for Instructional Specialists: Planning and Preparation .....	27
(Figure 5.1, pp. 114–115)	
Domain 2 for Instructional Specialists: The Environment.....	29
(Figure 5.2, pp. 116–117)	
Domain 3 for Instructional Specialists: Delivery of Service.....	31
(Figure 5.3, pp. 118–119)	
Domain 4 for Instructional Specialists: Professional Responsibilities.....	33
(Figure 5.4, pp. 120–121)	
Domain 1 for Library/Media Specialists: Planning and Preparation .....	35
(Figure 5.5, pp. 124–125)	
Domain 2 for Library/Media Specialists: The Environment.....	37
(Figure 5.6, pp. 126–127)	
Domain 3 for Library/Media Specialists: Delivery of Service .....	39
(Figure 5.7, pp. 128–129)	
Domain 4 for Library/Media Specialists: Professional Responsibilities .....	41
(Figure 5.8, pp. 130–131)	
Domain 1 for School Nurses: Planning and Preparation .....	43
(Figure 5.9, pp. 133–134)	
Domain 2 for School Nurses: The Environment.....	45
(Figure 5.10, p. 135)	
Domain 3 for School Nurses: Delivery of Service.....	46
(Figure 5.11, pp. 136–137)	
Domain 4 for School Nurses: Professional Responsibilities.....	48
(Figure 5.12, pp. 138–139)	
Domain 1 for School Counselors: Planning and Preparation.....	50
(Figure 5.13, pp. 141–142)	
Domain 2 for School Counselors: The Environment.....	52
(Figure 5.14, pp. 143–144)	
Domain 3 for School Counselors: Delivery of Service.....	54
(Figure 5.15, pp. 145–146)	
Domain 4 for School Counselors: Professional Responsibilities.....	56
(Figure 5.16, pp. 147–148)	
Domain 1 for School Psychologists: Planning and Preparation.....	58
(Figure 5.17, pp. 151–152)	

Domain 2 for School Psychologists: The Environment.....	60
(Figure 5.18, pp. 153–154)	
Domain 3 for School Psychologists: Delivery of Service.....	62
(Figure 5.19, pp. 155–156)	
Domain 4 for School Psychologists: Professional Responsibilities.....	64
(Figure 5.20, pp. 157–158)	
Domain 1 for Therapeutic Specialists: Planning and Preparation.....	66
(Figure 5.21, pp. 160–161)	
Domain 2 for Therapeutic Specialists: The Environment.....	68
(Figure 5.22, pp. 162–163)	
Domain 3 for Therapeutic Specialists: Delivery of Service.....	70
(Figure 5.23, pp. 164–165)	
Domain 4 for Therapeutic Specialists: Professional Responsibilities.....	72
(Figure 5.24, pp. 166–167)	

The following materials are from *The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School*. Information corresponding to that publication appears in parentheses.

Teacher Preparation Audit .....	74
(Form A, p. 89–90)	
Clinical Observation Notes .....	77
(Form B, p. 91–93)	
Teaching Interview (Annotated) .....	81
(Form C, p. 94–95)	
Teaching Interview .....	83
(Form C, p. 96)	
Teacher Lesson Reflection.....	84
(Form D, p. 97–105)	
Informal Classroom Observations .....	93
(Form E, p. 106–112)	
Formal Classroom Observation .....	100
(Form F, 3 parts; p. 113–115)	
Formal Observation Summary .....	103
(Form G, p. 116–125)	
Evidence for Domain 4 .....	113
(Form H, p. 126–128)	
Self-Assessment of Practice.....	117
(Form I, p. 129–137)	
Individual Professional Development Plan.....	127
(Form J, p. 138)	
Individual Professional Development Log of Activities.....	128
(Form K, p. 139)	
Reflection on the Individual Professional Development Plan .....	129
(Form L, p. 140)	
Summary of Observations and Artifacts .....	130
(Form M, p. 141)	
Annual Evaluation 1 .....	131
(Form N, p. 142)	
Annual Evaluation 2 .....	132
(Form O, p. 143)	
Feedback Guide for the Unit Plan.....	133
(Form B.3, p. 150)	

Feedback Guide for the Activity or Assignment..... 134  
(Form B.4, p. 153)  
Feedback Guide for Communicating with Families ..... 135  
(Form B.5, p. 156)  
Feedback Guide for Instructional and Noninstructional Records ..... 136  
(Form B.6, p. 158)  
  
About the Author ..... 137

## Introduction

Since 1996, hundreds of thousands of educators have used the framework for professional practice for a wide range of purposes, from meeting novices' needs to enhancing veterans' skills. In response to her readers' frequent requests and needs, Charlotte Danielson expanded the framework to include nonclassroom specialist positions—including instructional and media specialists, nurses, counselors, psychologists, tutors—people critical to the educational experiences of all students (see *Enhancing Professional Practice: A Framework for Teaching*, 2<sup>nd</sup> ed. [2007]). This more comprehensive framework is designed to be used by everyone involved in schooling as well as teachers of educators and preprofessionals engaged in professional preparation.

As users embraced the framework for teaching and eagerly sought to engage in more productive professional conversations, experiences, and development, they urged Danielson to summarize the original rubrics for easier, more frequent use by educators. As a result, those summary rubrics are available in *The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School*. The handbook also contains procedures, instruments, interview protocols, and tips for using the framework for a wide range of purposes.

Knowing that practitioners value ways to streamline practices and efficiently share their professional knowledge with others, including peers, coaches, and supervisors, Danielson envisioned an electronic tool that allows the user to tailor information in the rubrics and forms to fit each school and district. To answer that growing need, this user-friendly electronic version of the rubrics and forms from both *The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School* and *Enhancing Professional Practice: A Framework for Teaching* (2<sup>nd</sup> ed.) enables educators to modify the language of the framework to reflect the intent, spirit, and mission of both the framework and that of their schools and districts.

Readers and users of the framework have given continuous feedback that makes the Framework for Teaching a dynamic, professional, responsible tool for all educators striving to improve their own teaching and learning as they seek to help every student succeed. Whether used by an individual to chart professional development and goals, in a small learning community to improve professional development, or adopted by a whole school or district to unite learning goals, the framework can make a positive difference in teaching and learning in schools.

The materials that follow are from *The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School* and the second edition of *Enhancing Professional Practice: A Framework for Teaching*. Full explanations and examples of how and when to most effectively use these forms and rubrics are embedded in the books. Reading and referring to the advice and information in the books enables practitioners to successfully implement the Framework for Teaching and can serve as a valuable professional development tool far beyond a simple rubric or form. The electronic forms and rubrics are designed to support educators' use of the information available in a collegial, professional environment.

Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching

**DOMAIN 1: PLANNING AND PREPARATION**

Component 1a: Demonstrating Knowledge of Content and Pedagogy

**Elements:** Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Knowledge of content and the structure of the discipline</b>	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.
<b>Knowledge of prerequisite relationships</b>	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.
<b>Knowledge of content-related pedagogy</b>	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.

**DOMAIN 1: PLANNING AND PREPARATION**

Component 1b: Demonstrating Knowledge of Students

**Elements:** 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

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Knowledge of child and adolescent development</b>	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
<b>Knowledge of the learning process</b>	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
<b>Knowledge of students' skills, knowledge, and language proficiency</b>	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.

**DOMAIN 1: PLANNING AND PREPARATION**

Component 1b: Demonstrating Knowledge of Students *(continued)*

**Elements:** 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

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Knowledge of students' interests and cultural heritage</b>	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
<b>Knowledge of students' special needs</b>	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

<b>DOMAIN 1: PLANNING AND PREPARATION</b> Component 1c: Setting Instructional Outcomes Elements: Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners				
ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Value, sequence, and alignment</b>	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
<b>Clarity</b>	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
<b>Balance</b>	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
<b>Suitability for diverse learners</b>	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

**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

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Resources for classroom use</b>	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 and universities, and on the Internet.
<b>Resources to extend content knowledge and pedagogy</b>	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 and universities, and on the Internet.
<b>Resources for students</b>	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, and on the Internet.

**DOMAIN 1: PLANNING AND PREPARATION**

Component 1e: Designing Coherent Instruction

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

ELEMENT t	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Learning activities</b>	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.
<b>Instructional materials and resources</b>	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.
<b>Instructional groups</b>	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.

**DOMAIN 1: PLANNING AND PREPARATION**

Component 1e: Designing Coherent Instruction (*continued*)

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

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Lesson and unit structure</b>	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.

**DOMAIN 1: PLANNING AND PREPARATION**

Component 1f: Designing Student Assessments

**Elements:** Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Congruence with instructional outcomes</b>	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.
<b>Criteria and standards</b>	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.
<b>Design of formative assessments</b>	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.
<b>Use for planning</b>	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 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
<b>Teacher interaction with students</b>	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.
<b>Student interactions with other students</b>	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.

<p style="text-align: center;"><b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b>                      Component 2b: Establishing a Culture for Learning                      Elements: Importance of the content • Expectations for learning and achievement • Student pride in work</p>				
ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Importance of the content</b>	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.
<b>Expectations for learning and achievement</b>	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.
<b>Student pride in work</b>	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 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

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Management of instructional groups</b>	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.
<b>Management of transitions</b>	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.
<b>Management of materials and supplies</b>	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.
<b>Performance of noninstructional duties</b>	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.
<b>Supervision of volunteers and paraprofessionals</b>	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.

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

Component 2d: Managing Student Behavior

**Elements:** Expectations • Monitoring of student behavior • Response to student misbehavior

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Expectations</b>	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.
<b>Monitoring of student behavior</b>	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.
<b>Response to student misbehavior</b>	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 2: THE CLASSROOM ENVIRONMENT**

Component 2e: Organizing Physical Space

**Elements:** Safety and accessibility • Arrangement of furniture and use of physical resources

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Safety and accessibility</b>	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
<b>Arrangement of furniture and use of physical resources</b>	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching

**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	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Expectations for learning</b>	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.
<b>Directions and procedures</b>	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.
<b>Explanations of content</b>	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.
<b>Use of oral and written language</b>	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.

Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching

**DOMAIN 3: INSTRUCTION**

Component 3b: Using Questioning and Discussion Techniques

**Elements:** Quality of questions • Discussion techniques • Student participation

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Quality of questions</b>	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. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
<b>Discussion techniques</b>	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.
<b>Student participation</b>	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.

**DOMAIN 3: INSTRUCTION**

Component 3c: Engaging Students in Learning

**Elements:** Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Activities and assignments</b>	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.
<b>Grouping of students</b>	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.
<b>Instructional materials and resources</b>	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.
<b>Structure and pacing</b>	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.

Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching

**DOMAIN 3: INSTRUCTION**

Component 3d: Using Assessment in Instruction

**Elements:** Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Assessment criteria</b>	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 and have contributed to the development of the criteria.
<b>Monitoring of student learning</b>	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.
<b>Feedback to students</b>	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.
<b>Student self-assessment and monitoring of progress</b>	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.

Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching

**DOMAIN 3: INSTRUCTION**

Component 3e: Demonstrating Flexibility and Responsiveness

**Elements:** Lesson adjustment • Response to students • Persistence

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Lesson adjustment</b>	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
<b>Response to students</b>	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
<b>Persistence</b>	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4a: Reflecting on Teaching

**Elements:** Accuracy • Use in future teaching

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Accuracy</b>	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
<b>Use in future teaching</b>	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b> Component 4b: Maintaining Accurate Records Elements: Student completion of assignments • Student progress in learning • Noninstructional records				
ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Student completion of assignments</b>	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.
<b>Student progress in learning</b>	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.
<b>Noninstructional records</b>	Teacher's records for noninstructional 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.

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b> Component 4c: Communicating with Families <b>Elements:</b> Information about the instructional program • Information about individual students • Engagement of families in the instructional program				
ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Information about the instructional program</b>	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
<b>Information about individual students</b>	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
<b>Engagement of families in the instructional program</b>	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

**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	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Relationships with colleagues</b>	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.
<b>Involvement in a culture of professional inquiry</b>	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.
<b>Service to the school</b>	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.
<b>Participation in school and district projects</b>	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.

Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4e: Growing and Developing Professionally

**Elements:** Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Enhancement of content knowledge and pedagogical skill</b>	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
<b>Receptivity to feedback from colleagues</b>	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
<b>Service to the profession</b>	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4f: Showing Professionalism

**Elements:** Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Integrity and ethical conduct</b>	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.
<b>Service to students</b>	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.
<b>Advocacy</b>	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.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4f: Showing Professionalism (*continued*)

**Elements:** Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Decision making</b>	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.
<b>Compliance with school and district regulations</b>	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.

<b>DOMAIN 1 FOR INSTRUCTIONAL SPECIALISTS: PLANNING AND PREPARATION</b>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>1a: Demonstrating knowledge of current trends in specialty area and professional development</b>	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
<b>1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program</b>	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
<b>1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served</b>	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.

<b>DOMAIN 1 FOR INSTRUCTIONAL SPECIALISTS: PLANNING AND PREPARATION</b> <i>(continued)</i>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district</b>	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
<b>1e: Planning the instructional support program, integrated with the overall school program</b>	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.
<b>1f: Developing a plan to evaluate the instructional support program</b>	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

<b>DOMAIN 2 FOR INSTRUCTIONAL SPECIALISTS: THE ENVIRONMENT</b>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>2a: Creating an environment of trust and respect</b>	Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.
<b>2b: Establishing a culture for ongoing instructional improvement</b>	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
<b>2c: Establishing clear procedures for teachers to gain access to instructional support</b>	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

<b>DOMAIN 2 FOR INSTRUCTIONAL SPECIALISTS: THE ENVIRONMENT</b> <i>(continued)</i>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>2d:</b> <b>Establishing and maintaining norms of behavior for professional interactions</b>	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.
<b>2e:</b> <b>Organizing physical space for workshops or training</b>	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

<b>DOMAIN 3 FOR INSTRUCTIONAL SPECIALISTS: DELIVERY OF SERVICE</b>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>3a: Collaborating with teachers in the design of instructional units and lessons</b>	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
<b>3b: Engaging teachers in learning new instructional skills</b>	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
<b>3c: Sharing expertise with staff</b>	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.

<b>DOMAIN 3 FOR INSTRUCTIONAL SPECIALISTS: DELIVERY OF SERVICE</b> <i>(continued)</i>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>3d: Locating resources for teachers to support instructional improvement</b>	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
<b>3e: Demonstrating flexibility and responsiveness</b>	Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

<b>DOMAIN 4 FOR INSTRUCTIONAL SPECIALISTS: PROFESSIONAL RESPONSIBILITIES</b>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>4a: Reflecting on practice</b>	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.
<b>4b: Preparing and submitting budgets and reports</b>	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.
<b>4c: Coordinating work with other instructional specialists</b>	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.

<b>DOMAIN 4 FOR INSTRUCTIONAL SPECIALISTS: PROFESSIONAL RESPONSIBILITIES</b> <i>(continued)</i>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>4d: Participating in a professional community</b>	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.
<b>4e: Engaging in professional development</b>	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.
<b>4f: Showing professionalism, including integrity and confidentiality</b>	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.

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

<b>DOMAIN 1 FOR LIBRARY/MEDIA SPECIALISTS: PLANNING AND PREPARATION</b> <i>(continued)</i>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>1d:</b> <b>Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan</b>	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.
<b>1e:</b> <b>Planning the library/ media program integrated with the overall school program</b>	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.
<b>1f:</b> <b>Developing a plan to evaluate the library/media program</b>	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.

<b>DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE ENVIRONMENT</b>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>2a: Creating an environment of respect and rapport</b>	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
<b>2b: Establishing a culture for investigation and love of literature</b>	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
<b>2c: Establishing and maintaining library procedures</b>	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.

<b>DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE ENVIRONMENT</b> <i>(continued)</i>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>2d:</b> <b>Managing student behavior</b>	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.
<b>2e:</b> <b>Organizing physical space to enable smooth flow</b>	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

<b>DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE</b>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations</b>	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
<b>3b: Collaborating with teachers in the design of instructional units and lessons</b>	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.
<b>3c: Engaging students in enjoying literature and in learning information skills</b>	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.

<b>DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE</b> <i>(continued)</i>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>3d: Assisting students and teachers in the use of technology in the library/media center</b>	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.
<b>3e: Demonstrating flexibility and responsiveness</b>	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

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

<b>DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES</b> <i>(continued)</i>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>4d: Participating in a professional community</b>	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.
<b>4e: Engaging in professional development</b>	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>4f: Showing professionalism</b>	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.

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

<b>DOMAIN 1 FOR SCHOOL NURSES: PLANNING AND PREPARATION</b> <i>(continued)</i>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>1d: Demonstrating knowledge of government, community, and district regulations and resources</b>	Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.
<b>1e: Planning the nursing program for both individuals and groups of students, integrated with the regular school program</b>	Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Nurse's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Nurse has developed a plan that includes the important aspects of work in the setting.	Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
<b>1f: Developing a plan to evaluate the nursing program</b>	Nurse has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Nurse has a rudimentary plan to evaluate the nursing program.	Nurse's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Nurse's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

<b>DOMAIN 2 FOR SCHOOL NURSES: THE ENVIRONMENT</b>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>2a: Creating an environment of respect and rapport</b>	Nurse's interactions with at least some students are negative or inappropriate.	Nurse's interactions with students are a mix of positive and negative.	Nurse's interactions with students are positive and respectful.	Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship.
<b>2b: Establishing a culture for health and wellness</b>	Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers.	Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful.	Nurse promotes a culture throughout the school for health and wellness.	The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students.
<b>2c: Following health protocols and procedures</b>	Nurse's procedures for the nursing office are nonexistent or in disarray.	Nurse has rudimentary and partially successful procedures for the nursing office.	Nurse's procedures for the nursing office work effectively.	Nurse's procedures for the nursing office are seamless, anticipating unexpected situations.
<b>2d: Supervising health associates</b>	No guidelines for delegated duties have been established, or the guidelines are unclear. Nurse does not monitor associates' activities.	Nurse's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors associates' activities sporadically.	Nurse has established guidelines for delegated duties and monitors associates' activities.	Associates work independently, indicating clear guidelines for their work. Nurse's supervision is subtle and professional.
<b>2e: Organizing physical space</b>	Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored.	Nurse's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find.	Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized.	Nurse's office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized.

<b>DOMAIN 3 FOR SCHOOL NURSES: DELIVERY OF SERVICE</b>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>3a: Assessing student needs</b>	Nurse does not assess student needs, or the assessments result in inaccurate conclusions.	Nurse's assessments of student needs are perfunctory.	Nurse assesses student needs and knows the range of student needs in the school.	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.
<b>3b: Administering medications to students</b>	Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals, but signed release forms are not conveniently stored.	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed.	Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.
<b>3c: Promoting wellness through classes or classroom presentations</b>	Nurse's work with students in classes fails to promote wellness.	Nurse's efforts to promote wellness through classroom presentations are partially effective.	Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.	Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle.

<b>DOMAIN 3 FOR SCHOOL NURSES: DELIVERY OF SERVICE</b> <i>(continued)</i>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>3d: Managing emergency situations</b>	Nurse has no contingency plans for emergency situations.	Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.	Nurse's plans for emergency situations have been developed for many situations.	Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies.
<b>3e: Demonstrating flexibility and responsiveness</b>	Nurse adheres to the plan or program, in spite of evidence of its inadequacy.	Nurse makes modest changes in the nursing program when confronted with evidence of the need for change.	Nurse makes revisions in the nursing program when they are needed.	Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, or teacher input.
<b>3f: Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs</b>	Nurse declines to collaborate with classroom teachers to develop specialized educational programs.	Nurse collaborates with classroom teachers in developing instructional lessons and units when specifically asked to do so.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units, locating additional resources from outside the school.

<b>DOMAIN 4 FOR SCHOOL NURSES: PROFESSIONAL RESPONSIBILITIES</b>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>4a: Reflecting on practice</b>	Nurse does not reflect on practice, or the reflections are inaccurate or self-serving.	Nurse's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved.	Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Maintaining health records in accordance with policy and submitting reports in a timely fashion</b>	Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Nurse's reports, records, and documentation are generally accurate, but are occasionally late.	Nurse's reports, records, and documentation are accurate and are submitted in a timely manner.	Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.
<b>4c: Communicating with families</b>	Nurse provides no information to families, either about the nursing program as a whole or about individual students.	Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students.	Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students.	Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means.

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

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

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

<b>DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT</b>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>2a: Creating an environment of respect and rapport</b>	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
<b>2b: Establishing a culture for productive communication</b>	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.
<b>2c: Managing routines and procedures</b>	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.

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

<b>DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE</b>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>3a: Assessing student needs</b>	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
<b>3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs</b>	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.
<b>3c: Using counseling techniques in individual and classroom programs</b>	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

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

<b>DOMAIN 4 FOR SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES</b>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>4a: Reflecting on practice</b>	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Maintaining records and submitting them in a timely fashion</b>	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.
<b>4c: Communicating with families</b>	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.

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

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

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

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

<b>DOMAIN 2 FOR SCHOOL PSYCHOLOGISTS: THE ENVIRONMENT</b> <i>(continued)</i>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>2d:</b> <b>Establishing standards of conduct in the testing center</b>	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
<b>2e:</b> <b>Organizing physical space for testing of students and storage of materials</b>	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

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

<b>DOMAIN 3 FOR SCHOOL PSYCHOLOGISTS: DELIVERY OF SERVICE</b> <i>(continued)</i>				
<b>COMPONENT</b>	<b>L E V E L O F P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>3d: Planning interventions to maximize students' likelihood of success</b>	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
<b>3e: Maintaining contact with physicians and community mental health service providers</b>	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
<b>3f: Demonstrating flexibility and responsiveness</b>	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

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

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

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

<b>DOMAIN 1 FOR THERAPEUTIC SPECIALISTS: PLANNING AND PREPARATION</b> <i>(continued)</i>				
<b>COMPONENT</b>	<b>L E V E L O F P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district</b>	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
<b>1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students</b>	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.
<b>1f: Developing a plan to evaluate the therapy program</b>	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

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

<b>DOMAIN 2 FOR THERAPEUTIC SPECIALISTS: THE ENVIRONMENT</b> <i>(continued)</i>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>2d:</b> <b>Establishing standards of conduct in the treatment center</b>	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
<b>2e:</b> <b>Organizing physical space for testing of students and providing therapy</b>	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

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

<b>DOMAIN 3 FOR THERAPEUTIC SPECIALISTS: DELIVERY OF SERVICE</b> <i>(continued)</i>				
<b>COMPONENT</b>	<b>L E V E L   O F   P E R F O R M A N C E</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>3d: Collecting information; writing reports</b>	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
<b>3e: Demonstrating flexibility and responsiveness</b>	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.

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

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

## Teacher Preparation Audit

Name of Preparation Program \_\_\_\_\_ Date \_\_\_\_\_

Component	Courses That Teach the Component	Comments
1a Demonstrating Knowledge of Content and Pedagogy		
1b Demonstrating Knowledge of Students		
1c Setting Instructional Outcomes		
1d Demonstrating Knowledge of Resources		
1e Designing Coherent Instruction		
1f Designing Student Assessments		
2a Creating an Environment of Respect and Rapport		
2b Establishing a Culture for Learning		
2c Managing Classroom Procedures		
2d Managing Student Behavior		
2e Organizing Physical Space		
3a Communicating with Students		

Teacher Preparation Audit—*Continued*

Component	Courses That Teach the Component	Comments
3b Using Questioning and Discussion Techniques		
3c Engaging Students in Learning		
3d Using Assessment in Instruction		
3e Demonstrating Flexibility and Responsiveness		
4a Reflecting on Teaching		
4b Maintaining Accurate Records		
4c Communicating with Families		
4d Participating in a Professional Community		
4e Growing and Developing Professionally		
4f Showing Professionalism		
Equity		
High Expectations		
Cultural Competence		
Developmental Appropriateness		

Teacher Preparation Audit—*Continued*

<b>Component</b>	<b>Courses That Teach the Component</b>	<b>Comments</b>
Attention to Individual Students, Including Those with Special Needs		
Appropriate Use of Technology		
Student Assumption of Responsibility		

## Clinical Observation Notes

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_ Date \_\_\_\_\_

### Domain 1: Planning and Preparation

<p>1a: Demonstrating Knowledge of Content and Pedagogy</p>	<p>The teacher demonstrates knowledge of the content and of the structure of the discipline knowledge of prerequisite relationships, and common student misconceptions.</p>
<p><i>Evidence</i></p>	
<p>1b: Demonstrating Knowledge of Students</p>	<p>The teacher demonstrates familiarity with individual students' backgrounds, cultures, skills, language proficiency, interests, and special needs.</p>
<p><i>Evidence</i></p>	
<p>1c: Setting Instructional Outcomes</p>	<p>The teacher's instructional purpose is clear, reflecting rigorous learning and curriculum standards. Different types of content are represented (e.g., knowledge, thinking skills).</p>
<p><i>Evidence</i></p>	

Clinical Observation Notes—*Continued*

**Domain 2: The Classroom Environment**

2a: Creating an Environment of Respect and Rapport	Classroom interactions between the teacher and students are respectful, reflecting warmth and caring and sensitivity to students' cultures and levels of development. Student interactions are respectful.
<i>Evidence</i>	
2b: Establishing a Culture for Learning	The level of energy, from both students and teacher, is high, creating a culture for learning in which the subject is important and students clearly take pride in their work.
<i>Evidence</i>	
2c: Managing Classroom Procedures	Little instructional time is lost because of classroom routines and procedures, transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly. Students contribute to classroom routines.
<i>Evidence</i>	
2d: Managing Student Behavior	Standards of conduct are clear, with teacher's sensitive monitoring of student behavior and subtle response to misbehavior.
<i>Evidence</i>	

Clinical Observation Notes—*Continued*

2e: Organizing Physical Space	The classroom is safe, and the physical environment ensures the learning of all students and is conducive to the goals of the lesson. Technology is used skillfully, as appropriate to the lesson.
<i>Evidence</i>	

**Domain 3: Instruction**

3a: Communicating with Students	Expectations for learning, directions, and procedures are clear to students. The teacher's explanation of content is effective and anticipates possible student misconceptions.
<i>Evidence</i>	
3b: Using Questioning and Discussion Techniques	The teacher's questions are at a high cognitive level, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.
<i>Evidence</i>	

Clinical Observation Notes—*Continued*

<p>3c: Engaging Students in Learning</p>	<p>Students are engaged throughout the lesson in learning. The activities, student groupings, and materials are appropriate to the instructional outcomes. The lesson's structure is coherent, with suitable pace.</p>
<p><i>Evidence</i></p>	
<p>3d: Using Assessment in Instruction</p>	<p>Assessment is used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>
<p><i>Evidence</i></p>	
<p>3e: Demonstrating Flexibility and Responsiveness</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher adjusts the lesson when needed.</p>
<p><i>Evidence</i></p>	

## Teaching Interview (Annotated)

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_ Date \_\_\_\_\_

### Questions for discussion

1. How did you become knowledgeable about the subjects you teach and about how best to teach those to students? (For example, a college major or minor, various workshops or training sessions) *This question asks teachers to comment on the level of their preparation in both content and pedagogy. (Component 1a)*

2. How do you stay abreast of the subjects you teach and of the current research on how best to teach them? (For example, attending courses and workshops, reading professional literature) *This question is intended to elicit teachers' commitment to ongoing learning in the different disciplines they teach, including evolving research on how best to teach those disciplines to students. (Component 4e)*

3. How do you become familiar with your students' skills and knowledge? (For example, diagnostic assessments, information from previous years' teachers) *This question is intended to find out about teachers' techniques in learning about their students' levels of proficiency in the curriculum. (Component 1b)*

4. How do you become familiar with your students' individual interests and cultural backgrounds? (For example, interest inventories, dialogue with parents, attendance at students' athletic events) *This question is intended to find out about teachers' techniques for learning about their students' out-of-school interests, talents, hobbies, family traditions, and so on. (Component 1b)*

5. Describe how you establish and implement important classroom routines and procedures. (For example, distribution and collection of materials, transitions between activities) *A smoothly running classroom is a hallmark of experience. This question invites teachers to describe how they establish such a classroom. (Component 2c)*

6. Describe how you establish and maintain standards of student conduct. (For example, determining and posting classroom expectations, conducting classroom meetings) *In a well-functioning classroom, students know the expectations for behavior and contribute to the positive tone of the class. (Component 2d)*

7. Describe how you establish and maintain an atmosphere of trust, openness, and mutual respect. (For example, model respectful language, recognize students who demonstrate respect) *When adults recall their school experiences years later, the most powerful memories concern how they were treated by teachers and other students. (Component 2a)*

Teaching Interview (Annotated)—*Continued*

8. What resources (people, materials, community resources) are available to you in planning instruction or for classroom use? (For example, museums, local experts, videos, print materials, Web sites) *The use of outside resources enriches the learning experiences teachers design for students. Awareness of those resources enables a teacher to go beyond textbooks and other classroom materials. (Component 1d)*

9. What resources (people, materials, programs) are available to your students if they need assistance? (For example, big brother/sister programs, clothing donations, counseling resources) *Some students need physical objects (for example, winter coats) or support services (for example, counseling). Every teacher, in addition to being alert to such needs, should know where to locate such resources. (Component 1d)*

10. Describe how you use your physical setting to maximize student learning. (For example, chairs in a circle for discussion; desks pushed into “tables” for science activities; visually impaired students at the front) *This question is intended to elicit a teacher’s approach to the use of physical space. Of course, some teachers, such as those who share a room or who work from a cart, have little control over their teaching space. (Component 2e)*

11. How do you encourage your students to assume responsibility for their learning? (For example, inviting students to share their thinking, asking students for their ideas regarding a proposed approach to learning a concept) *The active involvement of students in the classroom environment is a characteristic of the distinguished level of performance in many of the components of the framework for teaching. (Many components)*

12. Describe how you incorporate the use of electronic technology into your practice. (For example, finding materials for students, maintaining records of student progress, putting student assignments on the school’s Web site) *Electronic technology infuses many aspects of a teacher’s practice; many teachers actively strive to increase their use of these powerful approaches. Appropriate use of technology is reflected in many components of the framework.*

13. How do you coordinate learning activities with other colleagues? (For example, same grade level, same content, special education or language acquisition teachers) *This question elicits information about a teacher’s participation in a professional learning community. (Component 4d)*

## Teaching Interview

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_ Date \_\_\_\_\_

### Questions for discussion:

1. How did you become knowledgeable about the subjects you teach and about how best to teach those to students? (For example, a college major or minor, various workshops or training sessions)
2. How do you stay abreast of the subjects you teach and of the current research on how best to teach them? (For example, attending courses and workshops, reading professional literature)
3. How do you become familiar with your students' skills and knowledge? (For example, diagnostic assessments, information from previous years' teachers)
4. How do you become familiar with your students' individual interests and cultural backgrounds? (For example, interest inventories, dialogue with parents, attendance at students' athletic events)
5. Describe how you establish and implement important classroom routines and procedures. (For example, distribution and collection of materials, transitions between activities)
6. Describe how you establish and maintain standards of student conduct. (For example, determining and posting classroom expectations, conducting classroom meetings)
7. Describe how you establish and maintain an atmosphere of trust, openness, and mutual respect. (For example, model respectful language, recognize students who demonstrate respect)
8. What resources (people, materials, community resources) are available to you in planning instruction or for classroom use? (For example, museums, local experts, videos, print materials, Web sites)
9. What resources (people, materials, programs) are available to your students if they need assistance? (For example, big brother/sister programs, clothing donations, counseling resources)
10. Describe how you use your physical setting to maximize student learning. (For example, chairs in a circle for discussion; desks pushed into "tables" for science activities; visually impaired students at the front)
11. How do you encourage your students to assume responsibility for their learning? (For example, inviting students to share their thinking, asking students for their ideas regarding a proposed approach to learning a concept)
12. Describe how you incorporate the use of electronic technology into your practice. (For example, finding materials for students, maintaining records of student progress, putting student assignments on the school's Web site)
13. How do you coordinate learning activities with other colleagues? (For example, same grade level, same content, special education or language acquisition teachers)

## Teacher Lesson Reflection

Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. If you have samples of student work, what do they reveal about the students' levels of engagement and understanding? Do they suggest modifications in how you might teach this lesson in the future?

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

4. Did you depart from your plan? If so, how and why?

5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

7. Consider different aspects of your planning and execution of the lesson in light of the domains and components on the following pages. Determine evidence, if any, for each of the components, and what that evidence demonstrates about your level of performance.

Teacher Lesson Reflection—*Continued*

**Domain 1: Planning and Preparation**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a Demonstrating Knowledge of Content and Pedagogy</b>	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.
<i>Evidence</i>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1b Demonstrating Knowledge of Students</b>	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>Evidence</i>				

Teacher Lesson Reflection—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1c</b> <b>Setting Instructional Outcomes</b></p>	<p>Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.</p>	<p>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.</p>	<p>Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.</p>	<p>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.</p>
<p><i>Evidence</i></p>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1d</b> <b>Demonstrating Knowledge of Resources</b></p>	<p>The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><i>Evidence</i></p>				

Teacher Lesson Reflection—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1e</b> <b>Designing Coherent Instruction</b></p>	<p>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.</p>	<p>The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p>	<p>The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p>	<p>The teacher coordinates knowledge of content, of students, and of 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 structure is clear and allows for different pathways according to student needs.</p>
<p><i>Evidence</i></p>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1f</b> <b>Designing Student Assessments</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><i>Evidence</i></p>				

Teacher Lesson Reflection—*Continued*

**Domain 2: The Classroom Environment**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2a Creating an Environment of Respect and Rapport</b>	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.
<i>Evidence</i>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2b Establishing a Culture for Learning</b>	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.
<i>Evidence</i>				

Teacher Lesson Reflection—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2c Managing Classroom Procedures</b>	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
<b>2d Managing Student Behavior</b>	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's 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*

Teacher Lesson Reflection—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2e</b> <b>Organizing Physical Space</b></p>	<p>The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.</p>	<p>The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p>
<p><i>Evidence</i></p>				

**Domain 3: Instruction**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3a</b> <b>Communicating with Students</b></p>	<p>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.</p>	<p>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.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.</p>	<p>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.</p>
<p><i>Evidence</i></p>				

Teacher Lesson Reflection—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3b</b> Using Questioning and Discussion Techniques</p>	<p>The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.</p>	<p>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.</p>	<p>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.</p>	<p>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.</p>
<p><i>Evidence</i></p>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3c</b> Engaging Students in Learning</p>	<p>Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p>	<p>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 that structure is not fully maintained.</p>	<p>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.</p>	<p>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 necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p>
<p><i>Evidence</i></p>				

Teacher Lesson Reflection—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3d</b> Using Assessment in Instruction</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><i>Evidence</i></p>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3e</b> Demonstrating Flexibility and Responsiveness</p>	<p>The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>
<p><i>Evidence</i></p>				

## Informal Classroom Observations

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_ Observer \_\_\_\_\_

Date	Topic, Concept, Setting

Informal Classroom Observations—*Continued*

**Domain 1: Planning and Preparation**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a Demonstrating Knowledge of Content and Pedagogy</b>	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.
<i>Evidence</i> Date: Date: Date:				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1b Demonstrating Knowledge of Students</b>	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>Evidence</i> Date: Date: Date:				

Informal Classroom Observations—*Continued*

**Domain 2: The Classroom Environment**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2a</b>  <b>Creating an Environment of Respect and Rapport</b></p>	<p>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.</p>	<p>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.</p>	<p>Classroom interactions, both between the teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.</p>
<p><i>Evidence</i>  <i>Date:</i>  <i>Date:</i>  <i>Date:</i></p>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2b</b>  <b>Establishing a Culture for Learning</b></p>	<p>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.</p>	<p>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."</p>	<p>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.</p>	<p>High levels of student energy and teacher passion for the subject create a culture of 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.</p>
<p><i>Evidence</i>  <i>Date:</i>  <i>Date:</i>  <i>Date:</i></p>				

Informal Classroom Observations—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2c</b> <b>Managing Classroom Procedures</b></p>	<p>Classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are either nonexistent or inefficient, resulting in the loss of much instructional time.</p>	<p>Classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties have been established but function unevenly or inconsistently, with some loss of instructional time.</p>	<p>Classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties have been established and function smoothly, with little loss of instructional time.</p>	<p>Classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are seamless in their operation, with students assuming considerable responsibility for their smooth functioning.</p>
<p><i>Evidence</i> <i>Date:</i> <i>Date:</i> <i>Date:</i></p>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2d</b> <b>Managing Student Behavior</b></p>	<p>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.</p>	<p>It appears that the teacher 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.</p>	<p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respectful to students.</p>	<p>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.</p>
<p><i>Evidence</i> <i>Date:</i> <i>Date:</i> <i>Date:</i></p>				

Informal Classroom Observations—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2e Organizing Physical Space</b>	The teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a significant mismatch between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, but the physical arrangement only partially supports the learning activities. The teacher's use of physical resources, including computer technology, is moderately effective.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement supports the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
<p><i>Evidence</i>  Date:  Date:  Date:</p>				

**Domain 3: Instruction**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>3a Communicating with Students</b>	The teacher's oral and written communication contains errors or is unclear or inappropriate to students' cultures or levels of development.	The teacher's oral and written communication contains no errors but may not be completely appropriate to students' cultures or levels of development. It may require further elaboration to avoid confusion.	The teacher communicates clearly and accurately to students, both orally and in writing. Communications are appropriate to students' cultures and levels of development.	The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development. It also anticipates possible student misconceptions.
<p><i>Evidence</i>  Date:  Date:  Date:</p>				

Informal Classroom Observations—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>3b Using Questioning and Discussion Techniques</b>	The teacher makes poor use of questioning and discussion techniques, with low-level or inappropriate questions, limited student participation, and little true discussion.	The teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	The teacher' use of questioning and discussion techniques reflects high-level questions, true discussion, and participation by all students.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and assume the responsibility for the participation of all students in the discussion.
<i>Evidence</i> Date: Date: Date:				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>3c Engaging Students in Learning</b>	Students are not at all intellectually engaged in learning, as a result of groupings, activities, or materials inappropriate to their cultures or levels of understanding, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially in significant learning, as a result of groupings, activities, or materials culturally or developmentally appropriate to only some students, or uneven lesson structure or pacing.	Students are intellectually engaged throughout the lesson in significant learning, with appropriate groupings, activities, and materials, instructive presentations of content, and suitable lesson structure and pacing.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the representation of content, the groupings, the activities, and the materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>Evidence</i> Date: Date: Date:				

Informal Classroom Observations—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3d Using Assessment in Instruction</b></p>	<p>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.</p>	<p>Assessment is occasionally used in instruction, through some monitoring of progress of learning by 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.</p>	<p>Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources.</p>
<p><i>Evidence</i> Date: Date: Date:</p>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3e Demonstrating Flexibility and Responsiveness</b></p>	<p>The teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; the teacher assumes no responsibility for students' failure to understand.</p>	<p>The teacher demonstrates moderate flexibility and responsiveness to student questions, needs, and interests during a lesson, and seeks to ensure the success of all students.</p>	<p>The teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs, and interests.</p>	<p>The teacher is highly responsive to individual students' needs, interests, and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students.</p>
<p><i>Evidence</i> Date: Date: Date:</p>				

## Formal Classroom Observation

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

Observer \_\_\_\_\_ Date \_\_\_\_\_

### **Interview Protocol for a Preconference (Planning Conference)**

#### **Questions for discussion:**

1. To which part of your curriculum does this lesson relate?
2. How does this learning fit in the sequence of learning for this class?
3. Briefly describe the students in this class, including those with special needs.
4. What are your learning outcomes for this lesson? What do you want the students to understand?
5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.
6. How will you differentiate instruction for different individuals or groups of students in the class?
7. How and when will you know whether the students have learned what you intend?
8. Is there anything that you would like me to specifically observe during the lesson?

Formal Classroom Observation—*Continued*

**Notes from the Observation**

Time	Actions and Statements/Questions by Teacher and Students	Component

Formal Classroom Observation—*Continued*

**Interview Protocol for a Postconference (Reflection Conference)**

Teacher \_\_\_\_\_ School \_\_\_\_\_

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

4. Did you depart from your plan? If so, how and why?

5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective?

6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

## Formal Observation Summary

Teacher \_\_\_\_\_ School \_\_\_\_\_ Grade Level(s) \_\_\_\_\_

Subject(s) \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

Summary of the Lesson \_\_\_\_\_

### Evidence of Teaching

#### Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a Demonstrating Knowledge of Content and Pedagogy</b>	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 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.
<i>Evidence</i>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1b Demonstrating Knowledge of Students</b>	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>Evidence</i>				

Formal Observation Summary—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1c</b> <b>Setting Instructional Outcomes</b></p>	<p>Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.</p>	<p>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.</p>	<p>Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.</p>	<p>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.</p>
<p><i>Evidence</i></p>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1d</b> <b>Demonstrating Knowledge of Resources</b></p>	<p>The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><i>Evidence</i></p>				

Formal Observation Summary—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1e</b> <b>Designing Coherent Instruction</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><i>Evidence</i></p>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1f</b> <b>Designing Student Assessments</b></p>	<p>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.</p>	<p>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.</p>	<p>The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.</p>
<p><i>Evidence</i></p>				

**Domain 1: Planning and Preparation Rating:** \_\_\_ U \_\_\_ B \_\_\_ P \_\_\_ D  
 (Rating is optional; if used, transfer rating to Form M: *Summary of Observations and Artifacts*.)

Formal Observation Summary—*Continued*

**Domain 2: The Classroom Environment**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2a</b>  <b>Creating an Environment of Respect and Rapport</b></p>	<p>Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.</p>	<p>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.</p>	<p>Classroom interactions, both between 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.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.</p>
<p><i>Evidence</i></p>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2b</b>  <b>Establishing a Culture for Learning</b></p>	<p>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.</p>	<p>The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."</p>	<p>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.</p>	<p>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.</p>
<p><i>Evidence</i></p>				

Formal Observation Summary—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2c Managing Classroom Procedures</b>	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.
<i>Evidence</i>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2d Managing Student Behavior</b>	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.
<i>Evidence</i>				

Formal Observation Summary—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2e Organizing Physical Space</b></p>	<p>The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate for the learning activities. The teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p>
<p><i>Evidence</i></p>				

**Domain 2: The Classroom Environment Rating** \_\_\_ U \_\_\_ B \_\_\_ P \_\_\_ D  
 (Rating is optional; if used, transfer rating to Form M: *Summary of Observations and Artifacts*.)

Formal Observation Summary—*Continued*

**Domain 3: Instruction**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3a</b> <b>Communicating with Students</b></p>	<p>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.</p>	<p>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.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.</p>	<p>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 to students' cultures and levels of development, and anticipates possible student misconceptions.</p>
<p><i>Evidence</i></p>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3b</b> <b>Using Questioning and Discussion Techniques</b></p>	<p>The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.</p>	<p>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.</p>	<p>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.</p>	<p>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.</p>
<p><i>Evidence</i></p>				

Formal Observation Summary—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3c</b> <b>Engaging Students in Learning</b></p>	<p>Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p>	<p>Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.</p>	<p>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.</p>	<p>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.</p>
<p><i>Evidence</i></p>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3d</b> <b>Using Assessment in Instruction</b></p>	<p>Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.</p>	<p>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.</p>	<p>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.</p>	<p>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 the teacher, and high-quality feedback to students from a variety of sources.</p>
<p><i>Evidence</i></p>				

Formal Observation Summary—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>3e Demonstrating Flexibility and Responsiveness</b>	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
<i>Evidence</i>				

**Domain 3: Instruction Rating** \_\_\_\_ U \_\_\_\_ B \_\_\_\_ P \_\_\_\_ D

(Rating is optional; if used, transfer rating to Form M: *Summary of Observations and Artifacts*.)

Formal Observation Summary—*Continued*

Teacher \_\_\_\_\_ School \_\_\_\_\_

Strengths of the Lesson



Areas for Growth



**We have participated in a conversation on the above items.**

Teacher's signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator's signature \_\_\_\_\_ Date \_\_\_\_\_

## Evidence for Domain 4

Teacher \_\_\_\_\_ School \_\_\_\_\_ Dates \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

Evaluator \_\_\_\_\_ School Year \_\_\_\_\_ - \_\_\_\_\_

Component	Evidence	Comments	Rating
4b: Maintaining Accurate Records			
4c: Communicating with Families			
4d: Participating in a Professional Community			
4e: Growing and Developing Professionally			
4f: Showing Professionalism			

Evidence for Domain 4—*Continued*

**Domain 4: Professional Responsibilities**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>4b Maintaining Accurate Records</b>	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.

Notes:

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>4c Communicating with Families</b>	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.

Notes:

Evidence for Domain 4—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>4d</b> <b>Participating in a Professional Community</b>	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 contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.
Notes:				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>4e</b> <b>Growing and Developing Professionally</b>	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.
Notes:				

Evidence for Domain 4—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>4f</b> <b>Showing Professionalism</b></p>	<p>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.</p>	<p>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, doing just enough to get by.</p>	<p>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.</p>	<p>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.</p>
<p>Notes:</p>				

**Summary of Domain 4: Professional Responsibilities**

**Domain 4: Professional Responsibilities Rating:** \_\_\_ U \_\_\_ B \_\_\_ P \_\_\_ D  
 (Rating is optional; if used, transfer rating to Form M: *Summary of Observations and Artifacts*.)

## Self-Assessment of Practice

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_ Date \_\_\_\_\_

*Directions:* Consider your teaching practice and determine, for each component of the framework for teaching, the level of performance that best reflects your own assessment. Circle or highlight the appropriate words, and then transfer your judgments to the last page of this form. This will provide you with a summary of your current level of practice. The final page may be combined with materials from other teachers in your school to determine the patterns of need across the school.

### Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a Demonstrating Knowledge of Content and Pedagogy</b>	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.
<b>1b Demonstrating Knowledge of Students</b>	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<b>1c Setting Instructional Outcomes</b>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.

Self-Assessment of Practice—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1d</b> <b>Demonstrating Knowledge of Resources</b></p>	<p>The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>1e</b> <b>Designing Coherent Instruction</b></p>	<p>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.</p>	<p>The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p>	<p>The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p>	<p>The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.</p>
<p><b>1f</b> <b>Designing Student Assessments</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.</p>

Self-Assessment of Practice—*Continued*

**Domain 2: The Classroom Environment**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2a Creating an Environment of Respect and Rapport</b>	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.
<b>2b Establishing a Culture for Learning</b>	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 the 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.
<b>2c Managing Classroom Procedures</b>	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.
<b>2d Managing Student Behavior</b>	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's 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.

Self-Assessment of Practice—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2e Organizing Physical Space</b>	The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

**Domain 3: Instruction**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>3a Communicating with Students</b>	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.
<b>3b Using Questioning and Discussion Techniques</b>	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 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.

Self-Assessment of Practice—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3c</b> <b>Engaging Students in Learning</b></p>	<p>Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p>	<p>Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.</p>	<p>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.</p>	<p>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 necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p>
<p><b>3d</b> <b>Using Assessment in Instruction</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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 teacher, and high-quality feedback to students from a variety of sources.</p>
<p><b>3e</b> <b>Demonstrating Flexibility and Responsiveness</b></p>	<p>The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>

Self-Assessment of Practice—*Continued*

**Domain 4: Professional Responsibilities**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>4a Reflecting on Teaching</b>	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
<b>4b Maintaining Accurate Records</b>	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.	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.
<b>4c Communicating with Families</b>	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.
<b>4d Participating in a Professional Community</b>	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 contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.

Self-Assessment of Practice—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>4e</b>  <b>Growing and Developing Professionally</b></p>	<p>The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.</p>	<p>The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.</p>	<p>The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.</p>	<p>The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.</p>
<p><b>4f</b>  <b>Showing Professionalism</b></p>	<p>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.</p>	<p>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, doing just enough to get by.</p>	<p>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.</p>	<p>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.</p>

**Self-Assessment of Practice—Continued**

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_ Date \_\_\_\_\_

**U = Unsatisfactory B = Basic P = Proficient D = Distinguished**

<b>Domain 1: Planning and Preparation</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
1a: Demonstrating Knowledge of Content and Pedagogy				
1b: Demonstrating Knowledge of Students				
1c: Setting Instructional Outcomes				
1d: Demonstrating Knowledge of Resources				
1e: Designing Coherent Instruction				
1f: Designing Student Assessments				
<b>Domain 2: Classroom Environment</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
2a: Creating an Environment of Respect and Rapport				
2b: Establishing a Culture for Learning				

Self-Assessment of Practice—*Continued*

2c: Managing Classroom Procedures				
2d: Managing Student Behavior				
2e: Organizing Physical Space				
<b>Domain 3: Instruction</b>	U	B	P	D
3a: Communicating with Students				
3b: Using Questioning and Discussion Techniques				
3c: Engaging Students in Learning				
3d: Using Assessment in Instruction				
3e: Demonstrating Flexibility and Responsiveness				
<b>Domain 4: Professional Responsibilities</b>	U	B	P	D
4a: Reflecting on Teaching				
4b: Maintaining Accurate Records				

Self-Assessment of Practice—*Continued*

4c: Communicating with Families				
4d: Participating in a Professional Community				
4e: Growing and Developing Professionally				
4f: Showing Professionalism				

## Individual Professional Development Plan

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_ Date \_\_\_\_\_

<p>Based on your self-assessment, your administrator's input, and any school or district initiatives, what goal have you identified? What is an area of knowledge or skill that you would like to strengthen?</p>	
<p>Describe the connection between this goal and your teaching assignment.</p>	
<p>What would success on this goal look like? How will you know when you have achieved it? What would count as evidence of success?</p>	
<p>Describe the activities you will do to work toward your goal, and their time lines.</p>	
<p>Activity</p>	<p>Time Line</p>
<p>What resources will you need to better achieve your goal?</p>	

## Individual Professional Development Log of Activities

*Note:* Complete one log for each goal identified in your individual professional development plan.

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_ Date \_\_\_\_\_

Goal \_\_\_\_\_

Date	Activity	Benefit

## Reflection on the Individual Professional Development Plan

Name \_\_\_\_\_ Date \_\_\_\_\_

Goal \_\_\_\_\_

Write a separate reflection for each goal you have pursued this year. Each reflection should be no more than five paragraphs. It is intended to provide insights into your work during the year.

1. To what extent did you achieve your goal?

2. Did you find it necessary to modify your goal or your IPDP as you learned more?

3. Which of the activities on your IPDP did you find most useful? Did you do some activities that you had not initially planned? If so, what were they?

4. In what ways were your colleagues helpful to you in working toward your goal?

5. For Years 1 and 2 of the evaluation cycle only: Do you intend to continue working on this goal next year? Why or why not?

## Summary of Observations and Artifacts

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

Observation Dates					
Domain	____/____/____	____/____/____	____/____/____	Summary of Informal Observation ____/____/____	Artifacts
1: Planning and Preparation					
2: The Classroom Environment					
3: Instruction					
4: Professional Responsibilities					

### Summary of Performance

Domain 1
Domain 2
Domain 3
Domain 4

# Annual Evaluation 1

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Status \_\_\_\_\_ Probationary Year 1 2 3 \_\_\_\_\_ Tenured Year of Employment \_\_\_\_\_

Circle

Areas of Strength

Areas for Further Development

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Meets or Exceeds

\_\_\_\_\_  
Does Not Meet

expectations for teaching in the \_\_\_\_\_ School District.

\_\_\_\_\_  
Teacher's Signature\*

\_\_\_\_\_  
Evaluator's Signature

\*Teacher's signature indicates only that the teacher has read this report.

## Annual Evaluation 2

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Status: \_\_\_\_\_ Probationary Year 1 \_\_\_\_\_ Year 2 \_\_\_\_\_ Year 3 \_\_\_\_\_ Year 4 \_\_\_\_\_  
\_\_\_\_\_ Continuing \_\_\_\_\_ Regular Substitute \_\_\_\_\_ Part Time

### Summary of Performance

Domain 1: Planning and Preparation
Domain 2: The Classroom Environment
Domain 3: Instruction
Domain 4: Professional Responsibilities

Areas for Further Development
-------------------------------

\_\_\_\_\_  
Teacher Meets or Exceeds Does Not Meet  
expectations for teaching in the \_\_\_\_\_ School District.

\_\_\_\_\_  
Teacher's Signature\* Evaluator's Signature

\*Teacher's signature indicates only that the teacher has read this report.

## Feedback Guide for the Unit Plan

Characteristic	Little or None	Moderate	Extensive
<p><b>The teacher's unit of study demonstrates the following (as appropriate):</b>                      Knowledge of content, including . . .</p> <ul style="list-style-type: none"> <li>• Important concepts to be learned</li> <li>• The structure of the discipline</li> <li>• Prerequisite relationships among the various concepts</li> <li>• Links to other disciplines</li> <li>• Relationship with the state's or district's content standards</li> <li>• Frequent student misconceptions</li> </ul>			
<p>Knowledge of students, including their . . .</p> <ul style="list-style-type: none"> <li>• Knowledge and skill</li> <li>• Interests and cultural backgrounds</li> <li>• Approaches to learning</li> </ul>			
<p>Learning goals that reflect . . .</p> <ul style="list-style-type: none"> <li>• Learning needs of students in the class</li> <li>• Important learning in the discipline</li> <li>• Goals rather than activities</li> <li>• A range of <i>types</i> of objectives (e.g., knowledge, reasoning, group skill, communication)</li> </ul>			
<p>Learning activities that . . .</p> <ul style="list-style-type: none"> <li>• Are intended to achieve the learning goals</li> <li>• Are likely to engage students in thinking and reasoning</li> <li>• Represent a variety of approaches</li> </ul>			
<p>Criteria and procedures for assessing student learning that are . . .</p> <ul style="list-style-type: none"> <li>• Suitable to the learning goals</li> <li>• Appropriate to students' levels of development</li> </ul>			
<p><b>The unit as a whole . . .</b></p> <ul style="list-style-type: none"> <li>• Has a coherent structure, with the development of more complex ideas building on simpler ones</li> <li>• Incorporates the use of technology, as appropriate</li> <li>• Is suitable for diverse learners</li> </ul>			

## Feedback Guide for the Activity or Assignment

Characteristic	Little or None	Moderate	Extensive
<p><b>The teacher’s activity or assignment and student work (with teacher feedback) demonstrate the following (as appropriate):</b></p> <p>Quality of the assignment, including . . .</p> <ul style="list-style-type: none"> <li>• Importance of the concepts being learned</li> <li>• Alignment with instructional goals</li> <li>• Cognitive challenge asked of students</li> <li>• Clarity of directions</li> <li>• Suitability for diverse learners</li> </ul>			
<p>Engagement of students in the task, including . . .</p> <ul style="list-style-type: none"> <li>• Quality of student thinking</li> <li>• Successful completion of the task</li> <li>• Evidence of learning from the assignment</li> </ul>			
<p><b>Teacher feedback to students reflects . . .</b></p> <ul style="list-style-type: none"> <li>• Knowledge of learning needs of students in the class</li> <li>• High quality, with specificity and focus on learning</li> </ul>			
<p><b>Reflection on the activity indicates . . .</b></p> <ul style="list-style-type: none"> <li>• Accurate assessment of the success of the activity</li> <li>• Planning for further learning for students</li> </ul>			

## Feedback Guide for Communicating with Families

Characteristic	Little or None	Moderate	Extensive
<p><b>The teacher's communication with families about the program and individual students demonstrates the following (as appropriate):</b></p> <ul style="list-style-type: none"> <li>• Information about the instructional program</li> <li>• Variety of information about the instructional program</li> <li>• Range of <i>types</i> of communication</li> <li>• Appropriate frequency</li> </ul>			
<p>Knowledge of students, including . . .</p> <ul style="list-style-type: none"> <li>• Learning characteristics and challenges</li> <li>• Different approaches to learning</li> <li>• Level of performance in learning</li> </ul>			
<p>Appropriate use of language, including . . .</p> <ul style="list-style-type: none"> <li>• Clarity of language</li> <li>• Sensitivity to families' cultural backgrounds</li> <li>• Use of nontechnical language or jargon</li> </ul>			
<p>Respect for students' families, through . . .</p> <ul style="list-style-type: none"> <li>• Active listening during a conference</li> <li>• Prompt replies to parent requests or concerns</li> <li>• Respectful tone in both oral and written communication</li> </ul>			
<p>Participation of students . . .</p> <ul style="list-style-type: none"> <li>• In the preparation of materials for families</li> <li>• During a student-led conference</li> </ul>			

## Feedback Guide for Instructional and Noninstructional Records

Characteristic	Little or None	Moderate	Extensive
<p><b>A teacher's instructional and noninstructional records demonstrate the following characteristics (as appropriate):</b></p> <p>Systems that . . .</p> <ul style="list-style-type: none"> <li>• Are accurate</li> <li>• Result in timely recording of information</li> </ul>			
<p>Evidence of student involvement in . . .</p> <ul style="list-style-type: none"> <li>• Developing the record-keeping systems</li> <li>• Maintaining the record-keeping systems</li> </ul>			

**Charlotte Danielson** is an educational consultant based in Princeton, New Jersey. She has taught at all levels, from kindergarten through college, and has worked as an administrator, a curriculum director, and a staff developer in school districts in several regions of the United States. In addition, Danielson has served as a consultant to hundreds of school districts, universities, intermediate agencies, and state departments of education in virtually every state and in many other countries. In her consulting work, Danielson has specialized in aspects of teacher quality and evaluation, curriculum planning, performance assessment, and professional development. Her work has ranged from the training of practitioners to aspects of instruction and assessment, to the design of instruments and procedures for teacher evaluation, to keynote presentations at major conferences. For several years she served on the staff of the Educational Testing Service and was involved with many significant projects, including designing the assessor training program for Praxis III: Classroom Performance Assessments.

Danielson is the author of several books for teachers and administrators. These include *Enhancing Professional Practice: A Framework for Teaching* (1996, 2007), the Professional Inquiry Kit *Teaching for Understanding* (1996), *Teacher Evaluation to Enhance Professional Practice* (in collaboration with Tom McGreal, 2000), *Enhancing Student Achievement: A Framework for School Improvement* (2002), and *Teacher Leadership That Strengthens Professional Practice* (2006), all published by ASCD. In addition, she has written several *Collections of Performance Tasks and Rubrics*, published by Eye on Education. Charlotte Danielson may be reached at [charlotte\\_danielson@hotmail.com](mailto:charlotte_danielson@hotmail.com).

### **Books by Charlotte Danielson**

*The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School* (2008) by Charlotte Danielson. Stock #106035.

*Enhancing Professional Practice: A Framework for Teaching*, 2nd ed. (2007) by Charlotte Danielson. Stock #106034.

*Teacher Leadership That Strengthens Professional Practice* (2006) by Charlotte Danielson. Stock #105048.

*Enhancing Student Achievement: A Framework for School Improvement* (2002) by Charlotte Danielson. Stock #102109.

*An Introduction to Using Portfolios in the Classroom* (1997) by Charlotte Danielson and Leslye Abrutyn. Stock #197171.

*Teacher Evaluation to Enhance Professional Practice* (2000) by Charlotte Danielson and Thomas L. McGreal. Stock #100219.

To order these products or for more information, visit ASCD on the World Wide Web ([www.ascd.org](http://www.ascd.org)), send an e-mail message to [member@ascd.org](mailto:member@ascd.org), call the ASCD Service Center (1-800-933-ASCD or 703-578-9600, then press 2), send a fax to 703-575-5400, or write to Information Services, ASCD, 1703 N. Beauregard St., Alexandria, VA 22311-1714 USA.

**DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR form**

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR plan is the district's or BOCES' complete APPR plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

**Signatures, dates**

Superintendent Signature: Date:

*Laura Spungly* 8/23/13

Teachers Union President Signature: Date:

*[Signature]* 8-26-13

Administrative Union President Signature: Date:

*[Signature]* 8-26-13

Board of Education President Signature: Date:

*Jennifer Howell* 8/26/13