

Colchester School District Teacher Evaluation Model

Framework for Teaching: Components of Professional Practice

**Colchester School District
Colchester, Vermont
Revised July 2016**

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Introduction

FRAMEWORK FOR TEACHING

Colchester’s School District Teacher Evaluation Leadership Team (TEL-T), a standing committee with members selected by appropriate constituencies, makes all decisions regarding clarifications and/or recommended changes to our teacher evaluation process. The tasks of the TEL-T include, but are not limited to the following responsibilities:

- Facilitate communication among and between constituent groups
- Maintain the collaborative nature of our process
- Review the process annually; revise and/or reprint handbooks of model, process, and forms, as needed
 - Respond to suggested refinements, additions, and/or deletions to this evaluation process
 - Network with other school districts
 - Respond to requests for formal presentations on this evaluation process
- Conduct four meetings annually (September, November, February, and May); schedule other meetings as needed

TEL-T members identified the following eleven membership groups: one teacher from each school (5); one elementary and one secondary principal (2); one school board member (1); one CEA representative (1); one special education representative (1); and one central office administrator (1). These representatives are selected by their constituent groups and may remain on TEL-T as long as they choose to serve.

CURRENT TEACHER EVALUATION LEADERSHIP TEAM MEMBERS

Neil Renner	Teacher, Malletts Bay School
Martie Mutz	Teacher, Porters Point School
Evelyn Stenroos, Chair	Teacher, Colchester Middle School
Colleen Collins.....	Teacher, Union Memorial School
Jason Thime	Teacher, Colchester High School
Deb Hamlin.....	Special Education
Elizabeth Sato	CEA Representative
Jordan Burke	Assistant Principal, Elementary
Tim Emery	Assistant Principal, Secondary
Amy Minor	Central Office Administrator

TEL-T Sub-Committee Work

“The framework for teaching is based on important assumptions about what is important for students to learn, the nature of learning and how to promote it, the purposeful nature of teaching, and the nature of professionalism. The framework for teaching also has a number of important features: it is comprehensive, grounded in research, public, generic, coherent in structure, and independent of any particular teaching methodology.” Enhancing Professional Practice: A Framework for teaching, by Charlotte Danielson, page 25.

The Teacher Evaluation Leadership Team (TEL-T) met during the 2007-2008 school year and agreed to form a subcommittee to rewrite our present Differentiated Teacher Evaluation Process. The subcommittee’s charge was to write a new evaluation model, one that was research-based. The first major task embraced by this Committee included developing a questionnaire designed to involve all staff in assessing our present evaluation process. This questionnaire was subsequently distributed to all district teachers and administrators. The response confirmed that the staff embraced the differentiated aspect of the model, but found many aspects of the evaluation process did not adequately meet the needs of teachers and administrators.

The subcommittee met with Dr. Paula Bevan in January of 2008 to learn more about research-based evaluations. In June, Dr. Bevan led a second workshop to educate the committee on how to write and develop a research-based evaluation model. The committee met with Dr. Bevan in January of 2009 to review the draft document and forms.

The process included reviewing several Vermont school districts’ researched-based models, and reading Enhancing Professional Practice, A Framework for Teaching 2nd Edition, by Charlotte Danielson and Improving Student Learning One Student at a Time, by Jane Pollock. Upon completion of these tasks, the Committee combined information from Colchester’s Differentiated Teacher Evaluation Process, models from other Vermont school districts, and the Danielson Framework to create a new comprehensive teacher evaluation model. Kathryn Anger and Louisa Foley with input from James Marshall, compiled the final version of the Colchester School District’s Framework for Teaching: Components of Professional Practice. Colchester School District Teaching Evaluation Model: Framework for Teaching Components of Professional Practice was revised in the summer 2012 by Louisa Foley, Peggy Rogers, and Evelyn Stenroos. The manual was revised again in summer 2015 to reflect the change from a 7-year cycle to a 3-year cycle and the disconnect between relicensure schedule and teacher evaluation. Beginning 2015-2016, SLP and teacher schedules are on the same evaluation cycle.

Colchester School District’s teacher evaluation model supports:

- Positive changes in teaching
- Positive impact on student learning
- Collaboration among educators
- Rigorous professional learning
- Evidence-based evaluation
- Positive impact on school culture
- Advancement of district initiatives

FOUNDING TEACHER EVALUATION LEADERSHIP SUBCOMMITTEE TEAM MEMBERS

Colleen Derry Teacher, Porters Point School
Colleen Collins Teacher, Union Memorial School
Kathryn Anger Teacher, Malletts Bay School
Peggy Gillard Teacher, Colchester Middle School
Robyn Schenck Teacher, Colchester High School
Louisa Foley Special Education Representative
James Marshall Principal, Elementary
Larry Waters Central Office Administrator

Professional Growth Cycle Level I and Level II License

The Professional Growth Cycles have changed based on 2014 changes to the Vermont AOE relicensure process.

The Three Year Professional Growth Cycle – Level I License

The Three Year Professional Growth Cycle is for a teacher who holds a Level I or Provisional/Emergency license. In years one and two the teacher will be involved in Direct Supervision. A teacher entering the district with a Level I license in the second year of that license will be in year two of the Level I schedule and will remain in Direct Supervision for two years. If new to the district in year three of the Level I license, the teacher will participate in Direct Supervision. The teacher and his/her administrator will use the respective forms and established procedures for each cycle. A summary of the Professional Growth Chart for Level I educators follows**:

Level I Three Year Professional Growth Cycle		
Year 1	Year 2	Year 3
Direct Supervision	Direct Supervision	Professional Development
-Administrator observation -Focus is on direct teaching in all domains	-Administrator observation -Focus is on direct teaching in all domains	-Professional Development component and/or Direct Supervision

The Three Year Professional Growth Cycle - Level II License

The Three Year Professional Growth Cycle is for a teacher who holds a Level II license. In year one the teacher will be involved in Direct Supervision. In years two and three the teacher will be involved in Professional Development. If new to the district, the teacher will follow the Novice Process for two years. The administrator then will place the teacher in the Three Year Cycle in the appropriate year upon completion of Novice Process. The teacher and administrator will use the respective forms and established procedures for each cycle. A summary of the Professional Growth Chart for Level II educators follows**:

Level II The Three Year Professional Growth Cycle		
Year 1	Year 2	Year 3
Direct Supervision	Professional Development	Professional Development
-Administrator observation -Focus is on direct teaching in all domains	-Independent Professional Development -Colleague Collaboration	-Independent Professional Development -Colleague Collaboration

** If a teacher holds a Level I and Level II license, placement in the Professional Growth Cycle will be determined on a case-by-case basis.

Evaluation Schedule

August – September	October	November	December	January	February	March	April	April - May
Novice: New to Teaching/New to District								
Self Assessment 22 Components	Formal Observation	Formal Observation	Formal Observation	Formal Observation	Employment Status Notification	Additional Observations	Summative Conference	
Direct Supervision: Experienced Teachers/New to Content								
Self Assessment 22 Components	Formal Observations						Summative Conference	
Professional Development								
Self Assessment to Select Target Level of Performance	Design Process Meet with Administrator	Project Implementation and Evidence Collection					Summative Conference	
Intensive Support								
Develop Improvement Plan	Formal and Informal Observations based on the teacher's Individual Intensive Support Plan			Employment Status Notification and Conference	Additional Observations		Summative Conference	

Teacher Evaluation Process Summary Table

	Novice	Direct Supervision	Professional Development	Intensive Support
Membership	<ul style="list-style-type: none"> - Level I Teaching License -Provisional/Emergency License -New to district 	<ul style="list-style-type: none"> -Level II Teaching License -Same role/responsibility -New role/assignment 	<ul style="list-style-type: none"> -Level I Teaching License in the third year of the Level I Professional Growth Cycle may be placed here -Level II Teaching License in second and third year of the Level II Three Year Professional Growth Cycle 	<ul style="list-style-type: none"> -At the discretion of the administrator, based on formal, and informal objective evidence of unsatisfactory performance in one or more of the components of professional practice through at least three documented forms of evidence.
Description of Assessment	<ul style="list-style-type: none"> -Formal observation-based assessment -A minimum of three formal observations - Informal observations - Teacher self-assessment 	<ul style="list-style-type: none"> -Formal observation-based assessment -A minimum of one formal observation -Informal observations - Teacher self-assessment 	<ul style="list-style-type: none"> -Directed professional growth plan/project connected to one component -Complete “Professional Development Plan”. 	<ul style="list-style-type: none"> -Individualized, team-based, collaboratively designed improvement plan with a timeline and targeted component(s) of practice. -Evidence of improvement is necessary and will be articulated as part of the plan.

	Novice	Direct Supervision	Professional Development	Intensive Support
Focus	Focus upon components in Domains 1, 2, 3 and relevant components of 4	All components in all four domains	Guiding principle: What component when chosen for directed professional growth will yield the greatest benefit for student learning and/or teacher performance?	Individualized

- **A teacher may be placed in Intensive Support at any time based on three pieces of documented evidence at the Unsatisfactory Level regardless of which area of Professional Growth the teacher is currently placed.**

Components of Professional Practice Rubric

Domain 1 Rubric: Planning and Preparation

Component	Target Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of content and pedagogy	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.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	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.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	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.
1c: Setting instructional outcomes	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 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 are capable of assessment. 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.
1d: Demonstrating knowledge of resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	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. Teacher does not seek to extend such knowledge.	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.	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.
1e: Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	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's structure is clear and allows for different pathways according to student needs.
1f: Designing student assessment	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, and is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, 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.

Components of Professional Practice Rubric

Domain 2 Rubric: The Classroom Environment

Component	Target Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and 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 teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
2b: Establishing a culture for learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	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, 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.
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. 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. 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. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: Organizing physical space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. 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; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and 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.

Components of Professional Practice Rubric

Domain 3 Rubric: Instruction

Component	Target Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b: Using questioning and discussion techniques	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. Teacher 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.
3c: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, to students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or to students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and to students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson 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.
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	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.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or students' level of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Components of Professional Practice Rubric

Domain 4 Rubric: Professional Responsibilities

Component	Target Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	Teacher's reflection does not accurately assess the lesson's effectiveness, or the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness and the degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness and the degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
4b: Maintaining Accurate Records	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to its maintenance and/or interpretation.
4c: Communicating with Families	The educator provides little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/responses to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, job related school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performance and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
4f: Showing Professionalism	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.

Novice

Overview:

Novice is for all teachers new to the district. It is a formal observation-based assessment that occurs in the first two years of employment within the District. Novice is based on the four Domains of the Components of Professional Practice: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. **The building administrator assumes responsibility for closely supervising these teachers in a focused manner and initiates each step of the evaluation process.** There will be a minimum of three formal observations per year. **Formal observations need to be completed by February 15th.**

A teacher may be placed in Intensive Support at any time based on three pieces of documented evidence at the Unsatisfactory Level regardless of which area of Professional Growth the teacher is currently placed.

Members of the Special Education Department will use Special Education Department forms. Components of Professional Practice Rubrics 1-4 are used only when being observed teaching a formal lesson.

Members of the Nursing Department will use Nursing Rubrics and Forms 6a-d. Components of Professional Practice Rubrics 1-4 are used only when being observed teaching a formal lesson.

Membership:

- All teachers new to the District for their first two years of employment, in accordance with the Teacher’s Master Agreement, language section XI, paragraph F.

Roles and Responsibilities:

Administrator	Teacher
Orientation/In-Service	
1. Assign mentor to teacher.	1. Meet with administrator during orientation/in-service regarding the evaluation process.
September: Pre-Assessment	
1. Receive the teacher’s “Components of Professional Practice” document during the first month of school. May meet with the teacher to discuss this document. 2. Set up observation timeline to be completed by February 15 th .	1. Complete and highlight in yellow, the “Components of Professional Practice Form” during the first month of the school year and submit to administrator.

Administrator	Teacher
October-March: Evaluation Process	
<ol style="list-style-type: none"> 1. Schedule the date of the observation. 2. Read the “Formal Observation Lesson Plan: Documenting Domains One and Four Form”, provide feedback, ask clarifying questions electronically, resubmit document to teacher if more information is needed. 3. Upon receipt of the “Formal Observation Lesson Plan: Documenting Domains One and Four Form” complete the “Evidence Collection: Formal Observation Form” for Domain One and Four prior to the observation. The administrator may ask for clarification prior to the observation. 4. Conduct the formal observation using “Evidence Collection: Formal Observation Form” for Domains Two and Three. Additional information may be added to Domains One and Four if relevant. 5. Leave a copy of the completed "Evidence Collection: Formal Observation Form" for Domains One and Four and Two and Three with the teacher within two school days. 6. Review the “Evidence Collection: Formal Observation Form” if resubmitted. 7. Schedule the mutually-agreed-upon post-observation conference within one week of the formal observation. 8. Meet with the teacher for the post-observation conference and discuss the evidence collection forms for domains 1-4. The teacher takes the lead in discussing the observation. 9. The administrator fills out Post Observation form. 10. Sign the “Post Observation Form” and give copy to teacher at end of conference. The teacher may write a rebuttal to any areas of disagreement, which the administrator attaches to the evidence collection form to which it is related and becomes part of the evaluation file. 11. This process occurs three or more times during the school year prior to February 15th. Make recommendations to superintendent for contract renewal by March 15th. 	<ol style="list-style-type: none"> 1. Fill out the “Formal Observation Lesson Plan: Documenting Domains One and Four Form” and submit it to the administrator electronically at least two days prior to a mutually-agreed-upon announced visit. The lesson plan is evidence for Domain One, and for Domain Four if relevant. 2. Receive feedback from administrator, possibly resubmit “Formal Observation Lesson Plan: Documenting Domains One and Four Form”. 3. Teach the lesson. 4. Receive a copy of the “Evidence Collection: Formal Observation Form” for Domains One and Four and Two and Three from the administrator within two school days. 5. Possibly add additional information to the administrator’s “Evidence Collection: Formal Observation Form” and resubmit it to the administrator if desired within two days. 6. Meet with the administrator for the post-observation conference and take the lead on discussing the observation. 7. Sign the “Post Observation Form” and receive copy at end of conference. Submit a possible rebuttal to address any areas of disagreement, which the administrator will attach to the evidence collection form to which it is related. 8. This process occurs three or more times during the school year prior to February 15th.

Administrator	Teacher
March - May: Summative Assessment	
<ol style="list-style-type: none"> 1. Schedule mutually-agreed upon summative assessment conference. 2. Receive and review the “Teacher’s Summative Assessment Form” and stated evidence, one week prior to the summative evaluation conference. Administrator can request additional information and resubmit to teacher if needed. 3. Meet with teacher at year-end summative evaluation conference and review “Teacher Summative Assessment Form” and stated evidence. The teacher takes the lead in discussing the evidence and reasons for assessing the components as s/he did. 4. In the event that the administrator and teacher cannot come to an agreement, the administrator’s assessment will be highlighted in blue with recorded evidence on the “Teacher’s Summative Assessment Form”. The teacher can submit a separate letter stating his/her differences. 5. Sign and provide a copy of the “Teacher’s Summative Assessment Form” to indicate the process has been completed. 	<ol style="list-style-type: none"> 1. Upon completion of all formal and informal observations, review all evidence accumulated throughout the year. (Formal and informal observations, artifacts, related data, and ancillary evidence). Complete the “Teacher Summative Assessment Form”. Highlight in yellow the component levels, record the evidence, and submit it electronically to the administrator one week prior to the summative evaluation conference. 2. Resubmit the “Teacher Summative Form” if administrator requested additional information. 3. Attend summative evaluation conference. Take the lead in discussing the evidence and reasons for assessing the components as s/he did. 4. Review the “Teacher’s Summative Assessment Form” with administrator and stated evidence. 5. In the event that the administrator and teacher cannot come to an agreement, the administrator’s assessment will be highlighted in blue with recorded evidence on the “Teacher’s Summative Assessment Form”. The teacher can submit a separate letter stating his/her differences. 6. Sign and receive a copy of the “Teacher’s Summative Assessment Form” to indicate the process has been completed.
Year-Long	
<p>May conduct unannounced observations of short duration* at any time during the year. Complete the “Evidence Collection: Informal Observation Form” and give a copy to teacher the day of the observation.</p> <p>* Short duration is defined as ten to twenty minutes.</p>	<p>The administrator may conduct an unannounced observation of short duration at any time during the year. The administrator will complete the “Evidence Collection: Informal Observation Form” and give a copy to the teacher the day of the observation.</p> <p>* Short duration is defined as ten to twenty minutes.</p>

Direct Supervision

Overview:

Direct Supervision is for teachers holding a Level II license and have more than two years teaching experience in the district. It is a formal, observation-based assessment that occurs in year one of the Three Year Level II Professional Growth Cycle or when a teacher is in a new role or assignment in the District. A teacher may be placed in Direct Supervision at the discretion of the administrator at any time based on objective evidence related to the Components of Professional Practice. Direct Supervision is based on the four Domains of the Components of Professional Practice: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. There will be a minimum of one formal observation per year. At the administrator's discretion additional formal observations may occur. After the Direct Supervision period ends, the teacher is placed in the appropriate year of the Professional Growth Cycle.

A teacher may be placed in Intensive Support at any time based on three pieces of documented evidence at the Unsatisfactory Level regardless of which area of Professional Growth the teacher is currently placed.

Members of the Special Education Department will use Special Education Department forms. Components of Professional Practice Rubrics 1-4 are used only when being observed teaching a formal lesson.

Members of the Nursing Department will use Nursing Rubrics and Forms 6a-d. Components of Professional Practice Rubrics 1-4 are used only when being observed teaching a formal lesson.

Membership:

Level II Teaching License

- Teacher who continues in the same role/responsibility
- Teacher in a New Role/Assignment

Roles and Responsibilities:

Administrator Role	Teacher Role
September: Pre-Assessment	
1. Receive the teacher's "Components of Professional Practice" document during the first month of school. May meet with the teacher to discuss this document.	1. Complete and highlight in yellow, the "Components of Professional Practice Form" during the first month of the school year and submit to administrator.

Administrator Role	Teacher Role
October-April: Evaluation Process	
<ol style="list-style-type: none"> 1. Read the “Formal Observation Lesson Plan: Documenting Domains One and Four Form”, provide feedback, ask clarifying questions electronically, resubmit document to teacher if more information is needed. 2. Upon receipt of the “Formal Observation Lesson Plan: Documenting Domains One and Four Form” complete the “Evidence Collection: Formal Observation Form” for Domain One and Four prior to the observation. 3. Conduct the formal observation using “Evidence Collection: Formal Observation Form” for Domains Two and Three. Additional information may be added to Domains One and Four if relevant. 4. Leave a copy of the completed "Evidence Collection: Formal Observation Form" with the teacher within two school days. 5. Review the “Evidence Collection: Formal Observation Form” if resubmitted. 6. Meet with the teacher for the post-observation conference and discuss the evidence collection forms for domains 1-4. The teacher takes the lead in discussing the observation. 7. The administrator fills out Post Observation form. 8. Sign the “Post Observation Form” and give copy to teacher at end of conference. The teacher may write a rebuttal to any areas of disagreement, which the administrator attaches to the evidence collection form to which it is related and becomes part of the evaluation file. 9. This process occurs one or more times during the school year prior to April 30th. Make recommendation to superintendent for contract renewal by March 15th. 	<ol style="list-style-type: none"> 1. Schedule the date of the observation. 2. Fill out the “Formal Observation Lesson Plan: Documenting Domains One and Four Form” and submit it to the administrator electronically at least two days prior to a mutually-agreed-upon announced visit. The lesson plan is evidence for Domain One, and for Domain Four if relevant. 3. Receive feedback from administrator, possibly resubmit “Formal Observation Lesson Plan: Documenting Domains One and Four Form”. 4. Teach the lesson. 5. Receive a copy of the “Evidence Collection: Formal Observation Form” from the administrator within two school days. 6. Possibly add additional information to the administrator’s “Evidence Collection: Formal Observation Form” and resubmit it to the administrator if desired within two days. 7. Schedule a mutually-agreed upon post-observation conference and take the lead on discussing the observation. 8. Sign the “Post Observation Form” and receive copy at end of conference. Submit a possible rebuttal to address any areas of disagreement, which the administrator will attach to the evidence collection form to which it is related. 9. This process occurs one or more times during the school year prior to April 30th.

Administrator Role	Teacher Role
April - May: Summative Assessment	
<ol style="list-style-type: none"> 1. Receive and review the “Teacher’s Summative Assessment Form” and stated evidence, one week prior to the summative evaluation conference. Administrator can request additional information and resubmit to teacher if needed. 2. Meet with teacher at year-end summative evaluation conference and review “Teacher Summative Assessment Form” and stated evidence. The teacher takes the lead in discussing the evidence and reasons for assessing the components as s/he did. 3. In the event that the administrator and teacher cannot come to an agreement, the administrator’s assessment will be highlighted in blue with recorded evidence on the “Teacher’s Summative Assessment Form”. The teacher can submit a separate letter stating his/her differences. 4. Sign and provide a copy of the “Teacher’s Summative Assessment Form” to indicate the process has been completed. 	<ol style="list-style-type: none"> 1. Upon completion of all formal and informal observations, review all evidence accumulated throughout the year. (Formal and informal observations, artifacts, related data, and ancillary evidence). Complete the “Teacher Summative Assessment Form”. Highlight in yellow the component levels, record the evidence, and submit it electronically to the administrator one week prior to the summative evaluation conference. 2. Resubmit the “Teacher Summative Form” if administrator requested additional information. 3. Schedule mutually-agreed upon summative evaluation conference. Take the lead in discussing the evidence and reasons for assessing the components as s/he did. 4. Review the “Teacher’s Summative Assessment Form” with administrator and stated evidence. 5. In the event that the administrator and teacher cannot come to an agreement, the administrator’s assessment will be highlighted in blue with recorded evidence on the “Teacher’s Summative Assessment Form”. The teacher can submit a separate letter stating his/her differences. 6. Sign and receive a copy of the “Teacher’s Summative Assessment Form” to indicate the process has been completed.
Year-Long	
<p>May conduct unannounced observations of short duration* at any time during the year. Complete the “Evidence Collection: Informal Observation Form” and give a copy to teacher the day of the observation.</p> <p>* Short duration is defined as ten to twenty minutes.</p>	<p>The administrator may conduct an unannounced observation of short duration at any time during the year. The administrator will complete the “Evidence Collection: Informal Observation Form” and give a copy to the teacher the day of the observation.</p> <p>* Short duration is defined as ten to twenty minutes.</p>

Professional Development

Overview:

Professional Development occurs in year three for Level I teachers, and in years two and three for Level II teachers in their respective Professional Growth Cycles. The teacher selects one component from one of the four domains of the “Components of Professional Practice Form” practice that has been determined to yield the greatest impact on student learning and/or teacher performance. The teacher fills out the “Professional Development Plan”, and submits evidence/artifacts to the administrator when completed. (Evidence can be artifacts, related data, ancillary evidence and observations.) A teacher may choose to work with one or more colleague/s on a mutually-agreed-upon component, with administrator approval. A teacher may be placed in Direct Supervision at the discretion of the administrator based on acquired evidence at any time. After the Professional Development period ends the teacher is placed in the appropriate year of the Professional Growth Cycle. If a teacher is moved from Professional Development to Direct Supervision or Intensive Support during a given year based on acquired evidence, the teacher will remain in Direct Supervision or Intensive Support for the remainder of the school year.

A teacher may be placed in Intensive Support at any time based on three pieces of documented evidence at the Unsatisfactory Level regardless of which area of Professional Growth the teacher is currently placed.

The Nursing Department Rubrics and Forms are being piloted during the 2012 – 2013 school year. Members of the Nursing Department will use Rubrics 6 a – d.

Membership:

Level I Teaching License

- Teachers in the third year of the Three Year Professional Growth Cycle

Level II Teaching License

- Teachers in years two and three of the Three Year Professional Growth Cycle

Process:

- Fill out the Professional Development Plan using Sample Professional Development Plans as a guide.

Roles and Responsibilities:

Administrator Role:

- Receive and read the “Professional Development Plan”, provide feedback, ask clarifying questions and resubmit to teacher for more information if needed.
- Meet with teacher to review and approve his/her “Professional Development Plan”.
- Provide informal, ongoing communications with the teacher as related to the plan.
- Approve modified plan if necessary.
- Conduct formal and informal observations if desired and provide oral feedback as to degree of progress throughout the year. Approve modified plan if necessary.

- Receive and review the completed “Professional Development Plan” with evidence one week prior to the summative evaluation conference.
- Request more information from the teacher if necessary.
- Meet with teacher for year-end summative evaluation conference and write comments in the “Summative Administrator Comments” section if goal is not met. Administrator and teacher sign the form to indicate the process has been completed.
- In the event that the teacher and the administrator cannot come to consensus, the teacher can submit a separate letter stating his/her differences. This letter will be included with the evidence of the evaluation.
- Give a copy of the “Professional Development Plan” to the teacher by the end of the conference day.

Teacher Role:

- Complete the “Professional Development Plan” and submit it to administrator electronically two days prior to the scheduled mutually-agreed-upon conference.
- Invite a colleague to review project for suggestions if desired.
- Receive feedback from administrator and resubmit the plan electronically prior to the conference if necessary.
- Meet with administrator to review the “Professional Development Plan”.
- Modify plan if necessary for approval.
- Implement his/her plan and gather evidence completing Column Three of the “Professional Development Plan” throughout the school year.
- Engage in informal, ongoing communication about the plan with the administrator when needed/desired.
- Contact administrator if difficulty is encountered. The plan may be modified with administrator approval.
- Schedule a mutually-agreed upon summative evaluation conference with the administrator.
- Submit the completed “Professional Development Plan” and evidence to the administrator one week prior to the scheduled conference.
- Resubmit the plan if necessary.
- Meet with administrator to discuss and share evidence and artifacts to support the completion of the “Professional Development Plan” and how student learning was impacted.
- If the administrator and the teacher do not come to consensus on expected outcomes of the teacher’s “Professional Development Plan”, the teacher can submit a separate letter stating their differences. This letter will be included with the evidence of the evaluation.
- Sign the plan to indicate the process has been completed.
- Receive a copy of the “Professional Development Plan” by the end of the conference day.

Intensive Support

Overview:

Intensive Support is a highly individualized, team-based system of support and guidance. A teacher is placed in Intensive Support based on three documented pieces of evidence demonstrating unsatisfactory performance in any components within the rubrics contained in the Framework for Teaching: Components of Professional Practice (Framework), over a period of one calendar year (12 months). A teacher will no longer be in Intensive Support when all of the goals on his/her Improvement Plan have been satisfactorily met. Intensive Support is intended to address the needs of a teacher determined to be at the unsatisfactory level of performance based on acquired evidence from the Framework. Intensive Support is indicated when the efforts of the teacher and administrator to remediate the identified component(s) have been unsuccessful in creating the necessary growth. This provision of support is implemented when both formal and informal methods have not succeeded. Unsatisfactory completion of the Intensive Support Plan may result in non-renewal. **The teacher is given one calendar year to improve his/her practice from the date of the third piece of documented evidence.**

An administrator will notify the teacher in writing whenever unsatisfactory evidence has been collected, whether during formal or informal observations. In order for a teacher to be placed in the Intensive Cycle, there must be a total of three pieces of documented evidence at the Unsatisfactory Level. Of those three, one must be during a formal observation.

- **Teacher is placed in Intensive Support when:**
 - His/her practice is determined to be in the unsatisfactory performance level based on three documented pieces of evidence from any rubric contained in the Framework.
 - And he/she willingly demonstrates a desire to improve his/her instructional/professional practice.

- **A teacher is not placed in Intensive Support when:**
 - He/she has disciplinary/compliance issues.
 - He/she violates Vermont State Statutes.
 - His/her documented evidence demonstrates an unwillingness to improve his/her instructional/professional practice. This constitutes insubordination, which could result in disciplinary actions including suspension and termination.

The Improvement Team:

- Teacher in need of Intensive Support.
- Evaluating administrator: Leads team, co-plans, and collects *all* evidence, problem-solves, and coordinates the improvement team and plan. Evaluating administrator has final approval over improvement team members.
- Teacher colleague(s) in same or related content area at the proficient and/or distinguished category: To mentor teacher/co-plan/problem-solve/mentor teacher. Teacher and administrator will have a discussion about mentor.

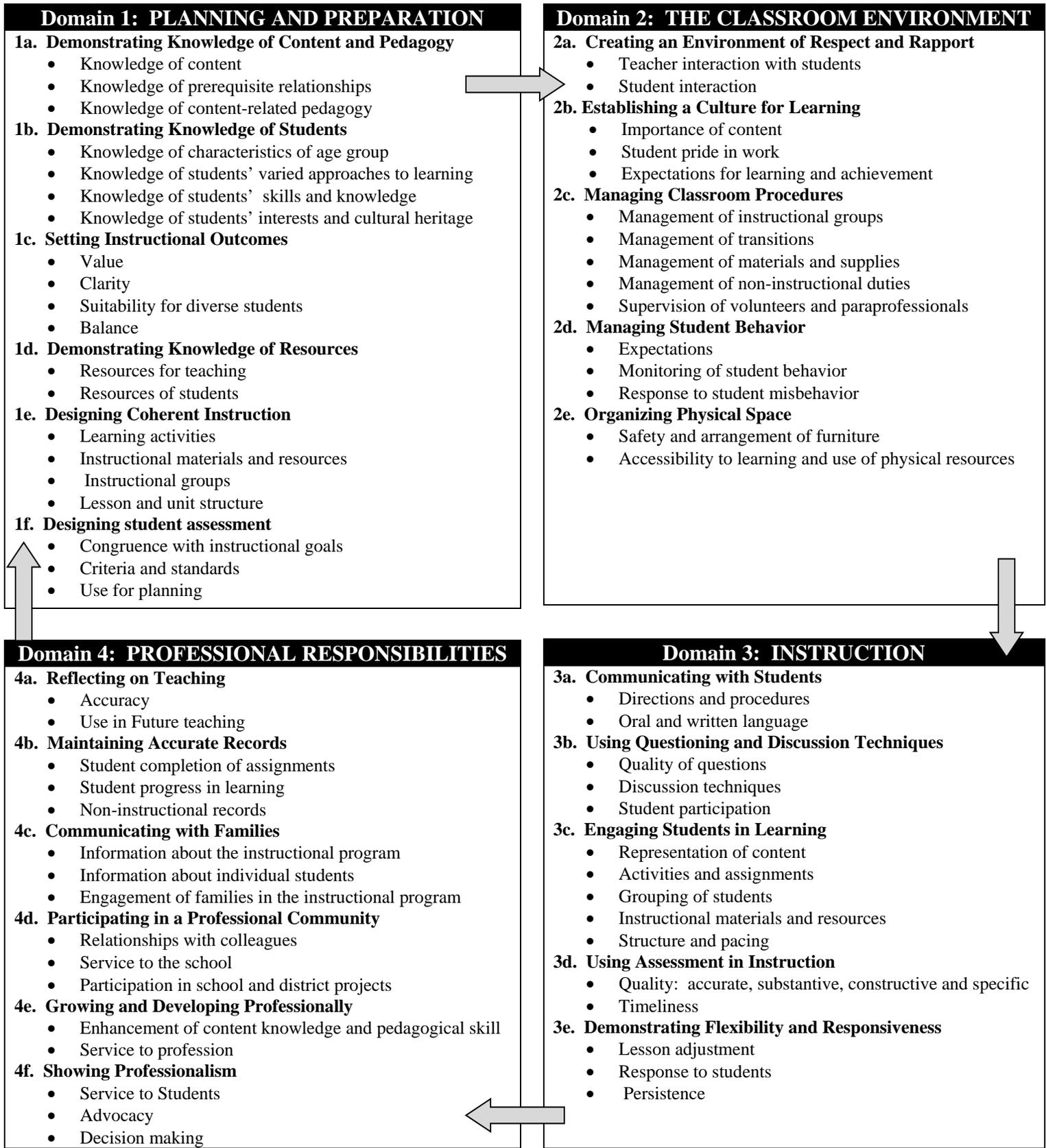
Resources Available to Teacher:

- Team provides improvement opportunities: Workshops, courses as they apply, peer observation, and any other activity deemed necessary and approved by the administrative team. (District will provide financial support above and beyond the tuition reimbursement.)
- Teacher in need of Intensive Support is free to bring any CEA member to any or all of the meetings. The CEA member is not part of the team.
- Teacher may have access to other professionals, and /or resources as determined by the lead administrator.

Roles and Responsibilities:

Administrator Role	Teacher Role
<ul style="list-style-type: none"> • Formally meets with the teacher and notifies them in writing when the first piece of unsatisfactory evidence is collected and documented as such. • Formally meets with teacher when second and third piece of documented evidence is collected and provides formal notification in writing of placement in Intensive Support and reviews unsatisfactory component(s) needing improvement. • Notifies the superintendent when teacher is placed in Intensive Support. It is from this notification date that the calendar year Improvement Plan must be implemented. • Organizes the Improvement Team. • Writes Improvement Plan based on the components of the Framework that were found to be at the Unsatisfactory Level. • Provides and reviews Improvement Plan including timeline for completion with teacher. Improvement goals need to be specific, measureable, and timely. • Conducts formal and informal observations to collect evidence outlined in the improvement plan. • Convenes formal weekly meetings with teacher to review documented evidence aimed at improvement of the teacher’s current practice. If the teacher wishes, the Improvement Team can be invited to these meetings. • Formally meets with Improvement Team prior to summative evaluation with teacher to gather feedback. • Conducts formal meeting with teacher for summative evaluation with recommendation for employment. • Provides recommendation for employment to the superintendent based on the outcome of the completed Improvement Plan. Upon the completion of the Goals in the Improvement Plan the cycle ends and the administrator notifies teacher of employment status. • Informs teacher of evaluation component for the remainder of that school year and/or the following year if there is continued employment. It is at the discretion of the administrator to place the teacher in an evaluation component regardless of where they would be in the three-year cycle. • Teacher and administrator sign improvement plan. 	<ul style="list-style-type: none"> • Upon the first notification of unsatisfactory performance teacher meets with administrator and reviews the Intensive Support Process. • Formally meets with administrator when additional pieces of evidence are collected. • Formally meets with administrator when third piece of documented evidence is collected and is provided with formal notification in writing of placement in Intensive Support. • Reviews unsatisfactory component(s) needing improvement with administrator. • Discusses with administrator the makeup of the Improvement Team. • Reviews Improvement Plan with administrator including timeline for completion. • Implements improvement plan. • Accesses improvement opportunities: Workshops, courses as they apply, peer observation and any other activity deemed necessary and approved by the administrative team. • Attends formal weekly meetings with administrator to review documented evidence aimed at improvement of the teacher’s current practice. If the teacher wishes, the Improvement Team can be invited to these meetings. • Addresses deficiencies documented in plan to minimum Basic Level outlined in the Framework and provides evidence. • Attends formal meeting with administrator for summative evaluation and provides administrator with evidence to support improvement.

Components of Professional Practice Table



Forms

Components of Professional Practice Rubric

Domain 1 Rubric: Planning and Preparation

Component	Target Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Ia: Demonstrating knowledge of content and pedagogy	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.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
Ib: Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	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.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	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.
Ic: Setting instructional outcomes	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 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 are capable of assessment. 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.
Id: Demonstrating knowledge of resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	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. Teacher does not seek to extend such knowledge.	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.	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.
Ie: Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	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's structure is clear and allows for different pathways according to student needs.
If: Designing student assessment	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, and is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, 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.

Components of Professional Practice Rubric

Domain 2 Rubric: The Classroom Environment

Component	Target Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and 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 teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
2b: Establishing a culture for learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	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, 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.
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. 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. 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. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: Organizing physical space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. 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; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and 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 in the classroom, as appropriate to the lesson.

Components of Professional Practice Rubric

Domain 3 Rubric: Instruction

Component	Target Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b: Using questioning and discussion techniques	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. Teacher 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.
3c: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, to students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or to students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and to students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson 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.
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	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.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or students' level of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Components of Professional Practice Rubric

Domain 4 Rubric: Professional Responsibilities

Component	Target Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	Teacher's reflection does not accurately assess the lesson's effectiveness, or the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness and the degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness and the degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
4b: Maintaining Accurate Records	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to its maintenance and/or interpretation.
4c: Communicating with Families	The educator provides little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/responses to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, job related school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performance and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
4f: Showing Professionalism	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.

Formal Observation Lesson Plan: Documenting Domains One and Four Form

(To be completed by the teacher and sent to administrator 2 days prior to an announced observation)

DOMAIN 1: Planning and Preparation	DOMAIN 4: Professional Responsibilities
<p>1a. Demonstrating Knowledge of Content and Pedagogy (What is the content to be taught? What prerequisite learning is required)</p>	<p>4a. Reflecting on Teaching (Accuracy; use in future teaching)</p>
<p>1b. Demonstrating Knowledge of Students (How will you modify this lesson for groups or individual students)</p>	<p>4b. Maintaining Accurate Records Student completion of assignment; student progress in learning; non-instructional records)</p>
<p>1c. Selecting Instructional Outcomes (What do you want students to learn in this lesson? How will you know they learned it?)</p>	<p>4c. Communicating with Families Information about instructional program; information about individual students; engagement of families in the instructional program)</p>
<p>1d. Demonstrating Knowledge of Resources (What resources were considered for this lesson and rejected? Why? What resources will be used? Why?)</p>	<p>4d. Participating in a Professional Community (Relationships with colleagues; involvement in a culture of professional inquiry; service to the school; participation in school and district projects)</p>
<p>1e. Designing Coherent Instruction (List very briefly the steps of the lesson.)</p>	<p>4e. Growing and Developing Professionally (Enhancement of content knowledge and pedagogical skills; receptivity to feedback from colleagues; service to the profession)</p>
<p>1f. Designing Student Assessments (Congruence with instructional outcomes; criteria and standards; design of formative assessments; use for planning)</p>	<p>4f. Showing Professionalism (Integrity and ethical conduct; service to the students; advocacy; decision making; compliance with school and district regulations)</p>

Sample Lesson Plan: Documenting Domains One and Four Form

(To be completed by the teacher and sent to administrator 2 days prior to announced observation)

DOMAIN 1: Planning and Preparation	DOMAIN 4: Professional Responsibilities <small>List any evidence for 4d that relates to the lesson being taught</small>
<p>1a. Demonstrating Knowledge of Content and Pedagogy (What is the content to be taught? What prerequisite learning is required)</p> <p>“This is a unit on exploration. We have studied the explorers of the Middle Ages so far, and today students will be learning about what motivates exploration. Students need to have already learned about the explorers of the period, which they have done over the past two weeks.”</p>	<p>4a. Reflecting on Teaching (Accuracy; use in future teaching)</p>
<p>1b. Demonstrating Knowledge of Students (How will you modify this lesson for groups or individual students)</p> <p>“This is a typical heterogeneous class of seventh graders. I have nearly twice as many boys and girls in this class and several poor readers. For this reason, I have balanced the cooperative learning groups by learning ability.”</p>	<p>4b. Maintaining Accurate Records Student completion of assignment; student progress in learning; non-instructional records)</p> <p>“My grade book reveals how I record and track student progress, and lists the types of assessments used.”</p>
<p>1c. Selecting Instructional Outcomes (What do you want students to learn in this lesson? How will you know they learned it?)</p> <p>“Students will be able to articulate the various motivations for explorations in the Middle Ages and compare those to the motivations for space exploration in the modern era. I will know students met this objective when I review the two worksheets they will complete in class.”</p>	<p>4c. Communicating with Families Information about instructional program; information about individual students; engagement of families in the instructional program)</p>
<p>1d. Demonstrating Knowledge of Resources (What resources were considered for this lesson and rejected? Why? What resources will be used? Why?)</p> <p>“I considered showing students a video about the explorers of the Middle Ages, but I have reconsidered using this resource, given that we have studied this topic fairly extensively. I thought it would be more helpful to students to see a film clip of the Apollo 13 flight, to stimulate their thinking about contemporary exploration. I also considered bringing in actual artifacts, but the logistics of this were complicated, so I settled for pictures of them.”</p>	<p>4d. Participating in a Professional Community (Relationships with colleagues; involvement in a culture of professional inquiry; service to the school; participation in school and district projects)</p> <p>“All the grade level social studies teachers meet together once a month for collaborative unit planning. This lesson is the result of such planning.”</p>
<p>1e. Designing Coherent Instruction (List very briefly the steps of the lesson.)</p> <ol style="list-style-type: none"> 1. View film clip/Apollo 13 and elicit motivations for space flight. Record these on board. 2. View, sketch artifacts. Read article, summarize, share with group 3. Elicit motivations as indicated by artifacts, write on board 4. Compare lists of contemporary/Middle Ages motivations 5. Generalize motivations then and now 	<p>4e. Growing and Developing Professionally (Enhancement of content knowledge and pedagogical skills; receptivity to feedback from colleagues; service to the profession)</p>
<p>1f. Designing Student Assessments (Congruence with instructional outcomes; criteria and standards; design of formative assessments; use for planning)</p> <p>“I will collect the two worksheets from each student and mark them. A grade of 75% or better will equal success. For students who score below that, I will have my paraprofessional work with these students in a small group; I have a reading selection from a 5th grade social studies text that covers the desired information in a much simpler format, so students can read and discuss this with the para.”</p>	<p>4f. Showing Professionalism (Integrity and ethical conduct; service to the students; advocacy; decision making; compliance with school and district regulations)</p>

Evidence Collection: Formal Observation Form: Domains One and Four

(To be completed by administrator before, during and after the lesson.)

DOMAIN 1: Planning and Preparation	DOMAIN 4: Professional Responsibilities <small>List any evidence for 4d that relates to the lesson being taught</small>
<p>1a. Demonstrating Knowledge of Content and Pedagogy (Content and structure of the discipline; prerequisite relationships; content related pedagogy)</p>	<p>4a. Reflecting on Teaching (Accuracy; use in future teaching)</p>
<p>1b. Demonstrating Knowledge of Students (Child development; the learning process; student's skills and language proficiency; students' interests and cultural heritage; students' special needs)</p>	<p>4b. Maintaining Accurate Records Student completion of assignment; student progress in learning; non-instructional records)</p>
<p>1c. Selecting Instructional Outcomes (Value, sequence and alignment; clarity; balance; suitability for diverse learners)</p>	<p>4c. Communicating with Families Information about instructional program; information about individual students; engagement of families in the instructional program)</p>
<p>1d. Demonstrating Knowledge of Resources (Resources for classroom use; resources to extend knowledge and pedagogy; resources for students)</p>	<p>4d. Participating in a Professional Community (Relationships with colleagues; involvement in a culture of professional inquiry; service to the school; participation in school and district projects)</p>
<p>1e. Designing Coherent Instruction (Learning activities; instructional materials; instructional groups; lesson and unit structure)</p>	<p>4e. Growing and Developing Professionally (Enhancement of content knowledge and pedagogical skills; receptivity to feedback from colleagues; service to the profession)</p>
<p>1f. Designing Student Assessments (Congruence with instructional outcomes; criteria and standards; design of formative assessments; use for planning)</p>	<p>4f. Showing Professionalism (Integrity and ethical conduct; service to the students; advocacy; decision making; compliance with school and district regulations)</p>

Evidence Collection: Formal Observation Form: Domains Two and Three

(To be completed by administrator during and after the lesson.)

DOMAIN 2: Classroom Environment	DOMAIN 3: Instruction
<p>2a. Creating a Climate of Respect and Rapport (Teacher interaction with students; student's interactions with teacher)</p>	<p>3a. Communicating with Students (Expectations for learning; directions/procedures; explanations for content; use of oral and written language)</p>
<p>2b. Creating a Culture for Learning (Importance of content; expectations for learning/achievement; student pride in work)</p>	<p>3b. Using Questioning and Discussion Techniques (Quality of questions; discussion techniques; student participation)</p>
<p>2c. Managing Classroom Procedures (Management of groups; transitions; materials/supplies; performance of non-instructional duties; supervision of paraprofessionals)</p>	<p>3c. Engaging Students in Learning (Activities/assignments; grouping; materials/resources; structure/pacing)</p>
<p>2d. Managing Student Behavior (Expectations for monitoring of and response to student behavior)</p>	<p>3d. Assessing Student Learning (Criteria; monitoring student learning; feedback to students; student self-assessment/monitoring)</p>
<p>2e. Organizing the Physical Space (Safety/accessibility; arrangement of furniture/use of physical resources)</p>	<p>3e. Demonstrating Flexibility and Responsiveness (Lesson adjustment; response to students; persistence)</p>

Name:

Date:

Post Observation Documentation for Novice and Direct Supervision

Commendations

Recommendations

Areas of Concern

No

If yes, state the Domain and Component:

A discussion based on the observation took place. This form completes the post observation conference (1,2,3). The teacher's signature represents that they received a copy and does not represent agreement.

Teacher's signature: _____

Date: _____

Administrator's signature: _____

Date: _____

Evidence Collection: Informal Observation Form

(To be completed by Administrator during unannounced observation of short duration [up to 20 minutes]).
A copy is given to the teacher within two school days of the observation.

<p>Domain 1: Planning and Preparation Knowledge of Content, Knowledge of Students, Instructional Outcomes, Resources, Coherent Instruction, Assessment Design</p>	<p>Domain 2: Classroom Environment Respect/rapport, Culture for Learning, Management of Procedures, Management of Student Behavior, Organizing Physical Space</p>
<p>Domain 4: Professional Responsibilities Reflection, Record-keeping, Communicating w/families, Participating in Learning Community, Growing Professionally, Professionalism</p>	<p>Domain 3: Instruction Communicating w/Students, Questioning/discussion, Engagement, Assessment during Teaching, Flexibility/responsiveness</p>

Name of teacher:

Name of observer/date:

Conference requested (if checked)

Framework for Teaching Possible Evidence List

Examples of Possible Artifacts: Domain 1

1a. Knowledge of Content and Pedagogy

- Professional Development in the content area (courses, workshops)
- Lesson Plans incorporating best practices
- Sharing new knowledge with peers
- In-service trainings
- Use assessment data to plan instruction

1b. Knowledge of Students

- Review cumulative file of student
- Personal Plans of Progress
- Instructional Grouping Techniques
- System for student information
- Learning styles test
- Previous teachers
- CST and EST meetings

1c. Selecting Instructional Goals

- Lesson Plans (show relationship to standards)
- Standards are posted in classroom
- Curriculum map, calendar
- Evidence of modified curriculum (intervention plans, IEPs, enrichment)
- Grade level/Team Agendas and minutes

1d. Knowledge of Resources

- List of resources with varying levels to accommodate students (notes, assessments, anecdotal records)
- Demonstration of school/community resources (UA, sped). Could use lesson plans.
- Record of human resources (i.e. speakers, parent volunteers, civic groups, classroom visitors, field trips).
- Evidence of collaboration and learning with peers and colleagues.
- Enrichment/Support Math binders

1e. Designing Coherent Instruction

- Lesson Plans show progression of continuity
- Curriculum Mapping
- Teacher and student reflection of lessons, learning, or feedback (written or oral)
- Student developed rubric tied to specific goals
- Concept Maps, Graphic Organizers
- Meaningful/respectful Tasks

1f. Assessing Student Learning

- Assignments and assessment that are clearly identified
- Documentation of how student learning of standards are assessed
- Performance assessments tasks (student samples)

- Rubrics
- Student Portfolios with reflections
- Vary assessment techniques meeting all learning styles.

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

- Teacher interaction with students
- Student interactions with other students
- Teacher establishes relationships with each student
- Teacher shows an appreciation for each child as an individual
- Teacher provides opportunities for students to get to know and accept each other
- Teacher establishes (with students) and communicates classroom procedures and rules
- Teacher encourages students to take intellectual risks and be creative
- Words and actions of the teacher demonstrate this skill
- Classroom Constitution
- Teachers and students develop classroom guidelines together
- Classroom Jobs are established with students having the opportunity to choose a job

Component 2b: Establishing a Culture for Learning

- Establishing importance of the content
- Setting expectations for learning and achievement
- Instilling student pride in work
- Evidence must be in the classroom – the look of the room, student work displayed (scored or rated with written feedback); nature of the interactions and tone of conversations with and among students reflect they are interested in and value learning and hard work.
- Author’s chair (students share writing)
- Peer conferences
- Students use interactive whiteboard to share project completed on computer
- Bulletin boards have student work displayed/students create
- Literature circles and book groups are organized and led by students
- Math groups are differentiated by both teacher and students

Component 2c: Managing Classroom Procedures

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals
- Evidence in the classroom – teacher explains, re-teaches and implements procedures
- Procedures are posted in the classroom, communicated in writing to students and families early in the year
- When working in co-teaching or collaborative models, each person is appropriately utilized with ease of transition from person to person
- Teacher uses formative assessments and reteaches necessary material

- Students and teacher develop rubrics for school and classroom guidelines for learning at beginning of year
- Classroom Constitution/Guidelines are posted in classroom
- Time is spent at the beginning of the year to develop procedures for using classroom supplies and transitions
- Students assist with procedures such as attendance, Friday Folders, clean up, and dismissal

Component 2d: Managing Student Behavior

- Students and teacher develop rubrics for school and classroom guidelines for behavior at beginning of year
- Monitoring of student behavior
- Response to student misbehavior
- Age appropriate and culturally consistent standards
- Rules are made clear to all and are posted in the classroom
- Rules/expectations are clearly and consistently applied (no favoritism is evident)
- Classroom rhythm is only minimally disrupted; student dignity is maintained
- Teacher encourages students to monitor their own behavior
- Student behavior reflects what teachers has done to establish and maintain standards
- Preventive and intervening strategies are appropriately applied
- Classroom Guidelines are posted in classroom
- Teacher has system to track behavior
- Students use Teacher/Student developed behavior rubrics to track behavior and set goals
- Teacher often points out positive behaviors for all students
- Teacher uses IEP and EST plans to manage behavior of certain students

Component 2e: Organizing Physical Space

- Safety and accessibility
- Spaces for reading, quiet and noisy activities are provided
- Furniture arrangement is appropriate for large and small group activities
- Desks and chairs arranged so main teaching area is visible to all students
- Centers for exploration of content in the form of labs, circles, etc.
- Safety is evident; no bags, trash, clothing, etc.; aisles between desks, tables, etc. provide good traffic flow; school-wide procedures for emergency exiting or lockdown are provided.
- Materials are accessible; teaching aids, boards, charts, projectors/computers are skillfully positioned and utilized
- Appropriate use of technology is evident
- Students are involved in supporting an organized, safe classroom through assisting with transitions, equipment, materials and supplies
- Classroom has different learning areas
- Students understand organizational system for materials
- School-wide procedures for emergency exiting or clear the hall drills are provided.

Domain 3: Instruction

Component 3a: Communicating with Students

- Expectations for learning
- Directions and procedures
- Explanations of content
- Clear directions and explanations (oral and written)
- Vivid, expressive language is used to enhance student experience
- Clear limits are set, including time factors
- Language is audible, legible; correct usage, spelling, etc. is apparent
- Teacher carefully chooses words, using rich vocabulary for students to model
- Teacher gives expectations both orally and written
- Instructions are both oral and written, depending on the needs of the students
- Instruction is given in large and small groups and individually, if needed
- Teacher is clear about directions and time given for activities
- Teacher uses interactive whiteboard, manipulatives, and other visuals during instruction

Component 3b: Using Questioning and Discussion Techniques

- Quality of questions
- Discussion techniques
- Student participation
- Essential question is posted for each lesson; question is asked by teacher and answered by students throughout the lesson
- Questions engage students in an exploration of content, are not rapid fire, low level, recitation of facts
- “Think time” is allowed before responses
- Teacher probes to seek clarification, i.e. “explain...”, “give an explanation for...”
- All students are engaged in discussion; not just a few, students often take initiative
- Teacher stays on topic, uses follow-up, rephrases and applies what students contribute or pose
- Essential questions are posted in classroom and explained to students
- Questions engage students in an exploration of content
- “Think, pair, share” and “Turn and Talk” techniques are used
- Teacher probes to seek clarification, i.e. explain, give an example
- Teacher has a procedure to ensure that all students are participating in discussions
- Teacher uses follow-up, rephrases and applies what students contribute or pose

Component 3c: Engaging Students in Learning

- Activities and assignments adapted to students’ learning styles and levels
- Knowledge of instructional goal(s) established
- Instructional materials and resources adapted to needs of students
- Structure and pacing
- Teachers uses of examples and metaphors that illustrate new learning; teacher connects with student knowledge, interests and culture
- Teacher promotes problem-solving; permits choice, encourages depth-find patterns, tests hypotheses, requires thought; is relevant and authentic

- Materials and resources are ready for student use with little or no disruption
- Structure of lesson is maintained; pacing is appropriate with a beginning, a middle, and end (closure)
- Groups are based on formative assessments and instructional goals
- Structure of lesson is maintained: beginning, middle, and closure
- Groupings are differentiated based on student knowledge, interests, ability

Component 3d: Using Assessment in Instruction

- Using assessment criteria established by Colchester School District and following established timelines
- Monitoring of student learning/assessment
- Teacher and peer comments on student work using assessment criteria
- Effective feedback that is specific, descriptive, understandable
- All feedback is provided in a timely fashion, “on the spot”, or on work products, as needed to support learning
- Comments give students information needed to improve performance
- Assessment is both formative and summative
- Opportunities for self-assessment and self-monitoring of progress

Component 3e: Demonstrating Flexibility and Responsiveness

- Response to students academic needs
- Adjustments to learning that improve student experience or clarify confusion
- Teacher provides for needs of specific learners
- Teacher abandons lesson all together or coordinates with a spontaneous event
- Teacher possesses an extensive repertoire of strategies such that transitions are seamless; students may not be aware that a change has occurred
- Teacher adjusts lessons or reteaches a lesson as needed
- Lessons are adapted for needs of specific learners
- Teacher is flexible to allow for special news events (national election) or local projects (school wide event, Veteran’s Day celebration).

Examples of Possible Artifacts – Domain 4

4a. Reflecting on Teaching

- Written reflection on lesson taught
- Lesson plans with reflective notations
- Pre and Post Tests with explanations
- Anecdotal Records
- Projects
- Portfolios
- Student Survey
- Samples of Student Work
- Peer Observations

4b. Maintaining Accurate Records

- Gradebook or Electronic Gradebook
- Lesson Plan Book

- Student Documentation
- Math/Literacy Assessments on SharePoint

4c. Communicating with Families

- Classroom Webpage/Blog
- Notes to parents
- Copies of e-mails to parents
- Letters to parents
- Open House/Parent Night
- Parent/Teacher/Student Conferences

Component 4d: Participating in a Professional Community

- Positive/professional relationships with colleagues
- Involvement in a culture of professional inquiry
- Participation in school and district projects
- Evidence of support and cooperation, volunteering for school committees and extra-curricular responsibilities
- Chairing committees, teams, etc. or coordinating programs
- Movement beyond one's own classroom
- Work with grade level colleagues to accomplish school goals

Component 4e: Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill through participation in professional development opportunities
- Receptivity to feedback from colleagues
- The teacher voluntarily examines and shares research on class performance and best practice strategies
- Takes leadership roles, participates in school and district committees
- Subscribes to professional/trade journals
- Attends professional conferences and shares with colleagues upon return

Component 4f: Showing Professionalism

- Displays integrity and ethical conduct
- Advocacy
- Decision making
- Compliance with school and district regulations
- Daily interactions with students
- Helpfulness for needy students
- Advocates for underserved students
- Is open-minded and willing to adopt new approaches
- Uses data to support actions
- Sets long-term goals and takes responsibility for own professional growth
- Demonstrates high ethical standards through compliance with school/district codes and community expectations

Teacher Summative Assessment Form

(To be completed by the teacher and administrator based on cumulative evidence)

Domain 1: Planning and Preparation				
Component	Target Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of content and pedagogy	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.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
Evidence: (Briefly document evidence, if any, that supports this area)				
1b: Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	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.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	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.
Evidence: (Briefly document evidence, if any, that supports this area)				
1c: Setting instructional outcomes	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 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 are capable of assessment. 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.
Evidence: (Briefly document evidence, if any, that supports this area)				

(Teacher Summative Assessment Form, page 2)

<p>Id: Demonstrating knowledge of resources</p>	<p>Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.</p>	<p>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. Teacher does not seek to extend such knowledge.</p>	<p>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>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>Evidence: (Briefly document evidence, if any, that supports this area)</p>				
<p>Ie: Designing coherent instruction</p>	<p>The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They 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>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p>	<p>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's structure is clear and allows for different pathways according to student needs.</p>
<p>Evidence: (Briefly document evidence, if any, that supports this area)</p>				
<p>If: Designing student assessment</p>	<p>Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.</p>	<p>Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, and is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes, 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>Evidence: (Briefly document evidence, if any, that supports this area)</p>				

Domain 2: The Classroom Environment				
Component	Target Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and 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 teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
Evidence: (Briefly document evidence, if any, that supports this area)				
2b: Establishing a culture for learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	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, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance: for example, by initiating improvements to their work.
Evidence: (Briefly document evidence, if any, that supports this area)				
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
Evidence: (Briefly document evidence, if any, that supports this area)				

(Teacher Summative Assessment Form, page 4)

<p>2d: Managing student behavior</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. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.</p>	<p>Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and 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>Evidence: (Briefly document evidence, if any, that supports this area)</p>				
<p>2e: Organizing physical space</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, and the teacher's use of physical resources, including computer technology, is moderately effective. 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; teacher ensures that the physical arrangement is appropriate to the learning activities. 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>Evidence: (Briefly document evidence, if any, that supports this area)</p>				

(Teacher Summative Assessment Form, page 5)

Domain 3 Rubric: Instruction				
Component	Target Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
Evidence: (Briefly document evidence, if any, that supports this area)				
3b: Using questioning and discussion techniques	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. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
Evidence: (Briefly document evidence, if any, that supports this area)				
3c: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, to students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or to students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and to students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
Evidence: (Briefly document evidence, if any, that supports this area)				

(Teacher Summative Assessment Form, page 6)

<p>3d: Using Assessment in Instruction</p>	<p>Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.</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 through 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>Evidence: (Briefly document evidence, if any, that supports this area)</p>				
<p>3e: Demonstrating flexibility and responsiveness</p>	<p>Teacher adheres to the instruction plan, even when a change would improve the lesson or students' level of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>
<p>Evidence: (Briefly document evidence, if any, that supports this area)</p>				

Domain Four: Professional Responsibilities				
Component	Target Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	Teacher's reflection does not accurately assess the lesson's effectiveness or the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness and the degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness and the degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
Evidence: (Briefly document evidence, if any, that supports this area)				
4b: Maintaining Accurate Records	The information management system on student completion of assignments, student progress in learning and/or non-instructional activities is either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to its maintenance and/or interpretation.
Evidence: (Briefly document evidence, if any, that supports this area)				

(Teacher Summative Assessment Form, page 8)

<p>4c: Communicating with Families</p>	<p>The educator provides little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program.</p>	<p>The educator provides minimal and/or occasionally insensitive communication/responses to family concerns; partially successful attempts to engage families in the instructional program.</p>	<p>The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.</p>	<p>The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.</p>
<p>Evidence: (Briefly document evidence, if any, that supports this area)</p>				
<p>4d: Participating in a Professional Community</p>	<p>Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.</p>	<p>Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.</p>	<p>Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, job related school events and school/district projects, with teacher making substantial contributions.</p>	<p>Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.</p>
<p>Evidence: (Briefly document evidence, if any, that supports this area)</p>				
<p>4e: Growing and Developing Professionally</p>	<p>Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher engages in professional activities to a limited extent and/or accepts with some reluctance feedback on teaching performance and/or finds limited ways to contribute to the profession.</p>	<p>Teacher engages in seeking out professional development opportunities, welcomes feedback on performance and participates actively in assisting other educators.</p>	<p>Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.</p>
<p>Evidence: (Briefly document evidence, if any, that supports this area)</p>				

(Teacher Summative Assessment Form, page 9)

4f: Showing Professionalism	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with school/district regulations.	Teacher interactions are characterized by the highest standards of honesty, integrity and confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, and in ensuring full compliance with school/district regulations.
Evidence: (Briefly document evidence, if any, that supports this area) 				

A discussion based on the teacher summative assessment took place. This form completes the summative assessment. The teacher’s signature represents that they received a copy and does not represent agreement

Teacher’s signature: _____ Date: _____

Administrator’s signature: _____ Date: _____

Professional Development Plan

_____	_____
Name	Date
_____	_____
Teaching Assignment	School

Step One - Focus Domain: (Please Circle One)

Domain One: Planning and Preparation
Domain Two: Classroom Environment

Domain Three: Instruction
Domain Four: Professional Responsibilities

Domain Five (a – f): Special Education Department

Demonstrating Effective Case Management
Skills
Due Process
Testing/Assessment

Supervision of Educational Instructional
Assistants
Consultation
Knowledge and Skill Specific to Qualifying
Disabilities

Domain Six (a-e): Nursing Department

Planning and Preparation
The Environment

Delivery of Service
Professional Responsibilities

Focus Component (Select One): _____

Target Level of Performance: _____

Step Two - Summarize Current Level of Performance: (This is your baseline/starting point in your focus component; you will not be evaluated on this. This is a basic overview of where you are and where you want to go.)

Step Three - Complete Column One and Column Two prior to presenting the plan to the administrator for suggestions, support and approval. Once approved, throughout the year document in Column Three the evidence of plan implementation and demonstration of completion. Submit evidence/artifacts to the administrator when completed.

Column One	Column Two	Column Three
Targets: Select target level(s) of performance from the focus component.	Step(s): Outline the steps necessary to achieve the target level(s) of performance including timeline.	Evidence: Document and attach hard copies to validate completion.

Administrator Summative Comments as to Completion of Goal:

A discussion based on the Professional Development Plan took place. This form completes the Professional Development Plan. The teacher's signature represents that he/she received a copy and does not represent agreement.

Check appropriate box:

Goal met Goal Unmet

Teacher's signature: _____

Date: _____

Administrator's signature: _____

Date: _____

Sample Evidence Documentation

Sample Professional Development Plan #1

Jane Doe	September 2009
Name	Date
Grade 10	CHS
Teaching Assignment	School

Step One - Focus Domain: (Please Circle One)

Domain One: Planning and Preparation

Domain Three: Instruction

Domain Two: Classroom Environment

Domain Four: Professional Responsibilities

Domain Five (a – f): Special Education Department

Demonstrating Effective Case Management Skills
Due Process
Testing/Assessment

Supervision of Educational Instructional Assistants
Consultation
Knowledge and Skill Specific to Qualifying Disabilities

Domain Six (a-e): Nursing Department

Planning and Preparation
The Environment

Delivery of Service
Professional Responsibilities

Focus Component (Select One): 4e: Growing and Developing Professionally

Target Level of Performance: Proficient/Distinguished

Step Two - Summarize Current Level of Performance: (This is your baseline/starting point in your focus component; you will not be evaluated on this. This is a basic overview of where you are and where you want to go.)

Number 2a: Currently, I tend to remain in the “basic” category and visit the proficient category a few times a year. I become consumed with the day-to-day preparation of teaching and leave little time to seek professional growth opportunities off campus. I attend a conference once a year at the most, and have not taken a continuing education course in a few years. I have spent the first few years of teaching becoming acclimated and now I am ready to invest my time and energy into staying informed with the latest developments within education and exercise leadership amount colleagues.

Number 2b: It is important for student learning to enhance my content knowledge and pedagogical skill and display service to the profession because students feel a higher level of respect and admiration for teachers who are eager about growing. Students would be more committed to learning if they see their teacher more committed to them. In addition, as I refresh my memory on the social, philosophical and historical foundations of education as well as the psychological foundations of education, I can revisit my teaching philosophy in the classroom perhaps, I may develop new strategies for motivating the students to value their education and remain committed.

Step Three - Complete Column One and Column Two prior to presenting the plan to the administrator for suggestions, support and approval. Once approved, throughout the year document in Column Three the evidence of plan implementation and demonstration of completion. Submit evidence/artifacts to the administrator when completed.

Column One	Column Two	Column Three
Targets: Select target level(s) of performance from the focus component.	Step(s): Outline the steps necessary to achieve the target level(s) of performance including timeline.	Evidence: Document and attach hard copies to validate completion.
“Teacher seeks out opportunities for professional development”	<ul style="list-style-type: none"> -Attend (name of) conference (Not job-embedded) -use quia.com as a main resource for online assessments (Job-embedded) -strive towards paperless assessments and practice exercises (Job-embedded) 	<ul style="list-style-type: none"> -attend conferences -supply artifacts to support attending the conference -evidence provided to support paperless assessments and practice exercises.
“Teacher participates actively in assisting other educators”	<ul style="list-style-type: none"> -mentor new teachers (Job-embedded) -collaborate middle and/or lower school teacher to have students create a fairy tale unit where they read a variety of stories and select one for a play. (Not job-embedded) 	<ul style="list-style-type: none"> -record of meeting dates and summary of meetings -e mails and records of meeting dates -video tape of play

Administrator Summative Comments as to Completion of Goal:

A discussion based on the Professional Development Plan took place. This form completes the Professional Development Plan. The teacher's signature represents that they received a copy and does not represent agreement.

Check appropriate box:

Goal met Goal Unmet

Teacher's signature: _____

Date: _____

Administrator's signature: _____

Date: _____

Sample Professional Development Plan #2

John Doe	September 2009
Name	Date
Grade K	PPS
Teaching Assignment	School

Step One - Focus Domain: (Please Circle One)

Domain One: Planning and Preparation

Domain Three: Instruction

Domain Two: Classroom Environment

Domain Four: Professional Responsibilities

Domain Five (a – f): Special Education Department

Demonstrating Effective Case Management Skills
Due Process
Testing/Assessment

Supervision of Educational Instructional Assistants
Consultation
Knowledge and Skill Specific to Qualifying Disabilities

Domain Six (a-e): Nursing Department

Planning and Preparation
The Environment
Delivery of Service
Professional Responsibilities

Focus Component (Select One): 3b: Questioning and Discussion

Target Level of Performance: Distinguished

Step Two - Summarize Current Level of Performance: (This is your baseline/starting point in your focus component; you will not be evaluated on this. This is a basic overview of where you are and where you want to go.)

Step 2a: I am in the proficient component level: “Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.” I want to be in the distinguished level in this component: “Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.” This component level, when improved would directly benefit my students.

Step 2b: The distinguished level of 3b is about what students will do. I must first learn about how to frame high-level questions and incorporate this into existing lessons. I want students to think about the questions I ask them and they encounter in their “reading”. Since there is no such thing as a bad question, I will help them think about “Good-Better-Best” questions loosely modeling Bloom’s Taxonomy. The best questions are the ones that make the students think the hardest, good questions have an easy answer.

Step Three - Complete Column One and Column Two prior to presenting the plan to the administrator for suggestions, support and approval. Once approved, throughout the year document in Column Three the evidence of plan implementation and demonstration of completion. Submit evidence/artifacts to the administrator when completed.

Column One	Column Two	Column Three
<p>Targets: Select target level(s) of performance from the focus component.</p>	<p>Step(s): Outline the steps necessary to achieve the target level(s) of performance including timeline.</p>	<p>Evidence: Document and attach hard copies to validate completion.</p>
<p>“Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.”</p>	<ul style="list-style-type: none"> -Children will make 3 paper flags each labeled for question types. They’ll hold up flags when asked to identify a question type. -I will create sentence strips containing questions. Students will drop them in the correct bin of three labeled “Good”, “Better”, “Best”. -Students will be invited to find questions in their story books and label them accordingly. -I will choose one lesson per day to embed above activities -Make class roster for students to put “X” in for students who contribute a question -Model checking process 	<ul style="list-style-type: none"> -Correct flags being waved/records, checklists kept -Sentence strips placed in the correct bins/records, checklists kept -Student story copies, with underlining completed -Questions students pose orally which I can capture -Lesson plans for above activities -Completed student checklists -Lesson plan of direct teach lesson -video -photograph of bulletin board

Administrator Summative Comments as to Completion of Goal:

Based upon your submitted evidence, your plan was successfully completed.

A discussion based on the Professional Development Plan took place. This form completes the Professional Development Plan. The teacher’s signature represents that they received a copy and does not represent agreement.

Check appropriate box:

Goal met Goal Unmet

Teacher’s signature: _____

Date: _____

Administrator’s signature: _____

Date: _____

Sample Professional Development Plan #3

John Doe

Name

Date

3rd Grade

Teaching Assignment

School

Step One - Focus Domain: (Please Circle One)

Domain One: Planning and Preparation

Domain Three: Instruction

Domain Two: Classroom Environment

Domain Four: Professional Responsibilities

Domain Five (a – f): Special Education Department

Demonstrating Effective Case Management Skills

Supervision of Educational Instructional Assistants

Due Process

Consultation

Testing/Assessment

Knowledge and Skill Specific to Qualifying Disabilities

Domain Six (a-e): Nursing Department

Planning and Preparation

Delivery of Service

The Environment

Professional Responsibilities

Focus Component (Select One): 3b using questioning and discussion techniques

Target Level of Performance: distinguished

Step Two - Summarize Current Level of Performance: (This is your baseline/starting point in your focus component; you will not be evaluated on this. This is a basic overview of where you are and where you want to go.)

I am proficient in questioning and discussion techniques.

I want to become distinguished in questioning and discussion techniques. I want to ask questions that are developmentally appropriate and reflect high expectations of my students. I also want my students to ask higher level questions and have discussions where I am more the facilitator. I would like to ensure that all students are participating in the discussion and feel that their voices are heard.

Step Three - Complete Column One and Column Two prior to presenting the plan to the administrator for suggestions, support and approval. Once approved, throughout the year document in Column Three the evidence of plan implementation and demonstration of completion. Submit evidence/artifacts to the administrator when completed.

Column One	Column Two	Column Three
<p>Targets: Select target level(s) of performance from the focus component.</p>	<p>Step(s): Outline the steps necessary to achieve the target level(s) of performance including timeline.</p>	<p>Evidence: Document and attach hard copies to validate completion.</p>
<p>Questions reflect high expectations and are culturally and developmentally appropriate...</p>	<p>By January: Research and gather questioning techniques to be used with read alouds and during guided reading groups</p>	<p>TeachersFirst: Going deep with Award winning books: Close reading and text-dependent questions “So You Want to be President?”</p> <p>Bloom’s Critical Thinking Cue Questions</p> <p>Questioning Strategies to Engage all Learners</p> <p>Educational Leadership: The Right Questions, The Right Way</p> <p>Critical Thinking Questions for Informational Text</p> <p>Critical Thinking Questions for Literature</p> <p>Talk Science Primer</p> <p>Native American Work: Read aloud/discussion (Cheyenne Again), Student Work during guided reading</p>
<p>Students formulate high level questions and ensure that all voices are heard...</p>	<p>By March, students are asking high level questions about topics we are studying. These questions may be evident on their blog.</p> <p>Students are commenting on blogs with possible answers to questions posed.</p>	<p>March: I ended up using the blog for students to work on writing opinion pieces in the third trimester. There was good conversation going on between students based on their posts with questions or support of opinion.</p>

<p>Other:</p>		<p>Discussion Protocol: Improve participation: Talk Moves, Teacher Channel video, “No hands, repeating, add on , think like you signal, thinking (point to brain), silent cheer (done a great job)</p> <p>“Talking Well with Partners”, and “adding on to what someone has already said”</p> <p>Met with Literacy Coordinator to discuss implementing QAR. Person modeled with a reading group and I added the technique to my teaching.</p> <p>Used the simple technique of questioning: “What do you know?” “How do you know?”</p>
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Administrator Summative Comments as to Completion of Goal:

A discussion based on the Professional Development Plan took place. This form completes the Professional Development Plan. The teacher's signature represents that he/she received a copy and does not represent agreement.

Check appropriate box:

Goal met Goal Unmet

Teacher's signature: _____

Date: _____

Administrator's signature: _____

Date: _____

Sample Professional Development Plan #4

Special Ed Name	Date
Special Educator Teaching Assignment	School

Step One - Focus Domain: (Please Circle One)

Domain One: Planning and Preparation
Domain Two: Classroom Environment

Domain Three: Instruction
Domain Four: Professional Responsibilities

Domain Five (a – f): Special Education Department

Demonstrating Effective Case Management Skills
Due Process
Testing/Assessment

Supervision of Educational Instructional Assistants
Consultation

Knowledge and Skill Specific to Qualifying Disabilities

Domain Six (a-e): Nursing Department

Planning and Preparation
The Environment

Delivery of Service
Professional Responsibilities

Focus Component (Select One): 5f4Integrating Students, Advocating for Inclusion

Target Level of Performance: proficient

Step Two - Summarize Current Level of Performance: (This is your baseline/starting point in your focus component; you will not be evaluated on this. This is a basic overview of where you are and where you want to go.)

Step Three - Complete Column One and Column Two prior to presenting the plan to the administrator for suggestions, support and approval. Once approved, throughout the year document in Column Three the evidence of plan implementation and demonstration of completion. Submit evidence/artifacts to the administrator when completed.

Column One	Column Two	Column Three
Targets: Select target level(s) of performance from the focus component.	Step(s): Outline the steps necessary to achieve the target level(s) of performance including timeline.	Evidence: Document and attach hard copies to validate completion.

Administrator Summative Comments as to Completion of Goal:

A discussion based on the Professional Development Plan took place. This form completes the Professional Development Plan. The teacher's signature represents that he/she received a copy and does not represent agreement.

Check appropriate box:

Goal met Goal Unmet

Teacher's signature: _____

Date: _____

Administrator's signature: _____

Date: _____

Intensive Support Forms

**Colchester School District
Notification of Unsatisfactory Performance**

Educator: _____

Administrator: _____

Date: _____

Your supervisor is charged with the responsibility for informing you of unsatisfactory performance in the following area (Circle applicable Domain): Notification must be given within two days of event being documented using this form only:

Domain 1: Planning and Preparation: Component/s: _____

Domain 2: The Classroom Environment: Component/s: _____

Domain 3: Instruction: Component/s: _____

Domain 4: Professional Responsibilities: Component/s: _____

Domain 5: Special Education: Component(s): _____

Domain 6: Nursing Department: Component(s): _____

Evidence:

This documents the 1st 2nd 3rd piece of unsatisfactory evidence collected on _____ during
(Circle One) (Date)

a Formal Observation - Informal Observation - Documented notification from another source Observation.
(see attached documentation) (Circle One)

(Teacher's Signature/ Date)

(Administrator's Signature/ Date)

This notification has been discussed with the teacher. The teacher acknowledges the receipt of this form. The teacher's signature represents that they received a copy and does not represent agreement

**Colchester School District
Notification of Placement in Intensive Support**

Educator: _____

Administrator: _____

Date: _____

Your administrator is charged with the responsibility of making the recommendation concerning your future employment status with the Colchester School District by placing you in Intensive Support. This form constitutes official notice from your administrator that a total of three pieces of evidence at the Unsatisfactory Level has been collected in the following area(s):

Domain 1: Planning and Preparation: Component(s): _____

Domain 2: The Classroom Environment: Component(s): _____

Domain 3: Instruction: Component(s): _____

Domain 4: Professional Responsibilities: Component(s): _____

Domain 5: Special Education: Component(s): _____

Domain 6: Nursing Department: Component(s): _____

THIS NOTIFICATION HAS BEEN DISCUSSED WITH THIS TEACHER. THE TEACHER ACKNOWLEDGES THE RECEIPT OF THIS FORM. A PLAN OF INTENSIVE SUPPORT WILL BE DEVELOPED BY THE ADMINISTRATOR BASED ON THE COMPONENTS OF THE FRAMEWORK THAT WERE FOUND TO BE AT THE UNSATISFACTORY LEVEL.

INTENSIVE SUPPORT DEVELOPMENT MEETING: DATE: _____ TIME: _____

(Teacher's Signature/ Date)

(Administrator's Signature/ Date)

This notification has been discussed with the teacher. The teacher acknowledges the receipt of this form. The teacher's signature represents that they received a copy and does not represent agreement

Intensive Support Improvement Plan

Teacher: _____ School: _____
Position: _____ Grade/Level _____ Plan Start Date: _____

Administrator (name):
Intensive Support Team Members:

Intensive Support Plan Date Completed: _____ Successful or Unsuccessful (circle one): Comment:	Recommended Evaluation Component (circle one): Direct Supervision Professional Development Intensive Support
--	---

(Administrator Signature/Date)

(Teacher Signature/Date)

*****Duplicate page as needed based on number of goals in Improvement Plan**

Teacher Signature: _____

Start Date: _____ End Date: _____

Administrator Signature: _____

Documented Evidence/Improvement Goal/Evidence of Completion

Professional Practice at Unsatisfactory Level	Documented Evidence at Unsatisfactory Level Based on Domain/Component
Domain:	
Component:	
Improvement Goal: (Specific, Timely, and Measureable)	
Documented Evidence of Completed Plan:	
Date Started:	
Date Completed:	

Special Education Department Forms

Special Education Department Components of Professional Practice Rubric

Domain 5a Rubric: Demonstrating Effective Case Management Skills

Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5a.1: Paperwork	Standard #5 - Accountability	Timelines are not met and correct procedures for paperwork are not consistently followed. Numerous grammatical errors are made and the content is not readily understood. Records do not reflect adequate understanding of special education process. Records are disorganized and do not maintain an adequate record of planning and decision making.	The majority of timelines are met. Procedures are generally followed. Wording in paperwork is adequate but content is not consistently clear. Records reflect a basic understanding of the Special Education process. Records are generally organized and provide basic documentation of planning and decision making.	Paperwork completed within timelines; correct procedures are followed for paperwork; Effective wording used in paperwork (i.e. grammatically correct and understandable); Maintains organized and legible records according to CSD guidelines; records accurately reflect planning and decision making.	All timelines are met unless there is a significant extenuating circumstance. Content and organization of records and paperwork reflect in-depth knowledge of students and their needs, services, progress and of the special process.	-Special Education forms -Data base print outs -Special Education student records
5a.2: Monitoring	Standard #2 – Professional Knowledge Standard #5 - Accountability	Student progress is not tracked or documented. Educator has no system for tracking time lines or other student data.	Student progress is documented according to the IEP but educator does not take the initiative in making adjustments, except on the required annual basis. Educator maintains a list of timelines for special education requirements but not for attendance or discipline.	Gauges / assesses effectiveness of IEP and facilitates identifying the need for adjustments; tracks timelines for eligibility, annual reviews, three year comprehensive evaluations, attendance, and discipline.	Student progress reports are directly linked to the IEP and reflect in-depth understanding of student needs and growth. Educator takes the initiative when appropriate, in suggesting adjustments to student programs. An effective system is in place for tracking all timelines and student data and teacher is responsive to data requested and / or provided by administrator.	-Special Education forms -Data base print outs -Special Education student records -Meeting minutes
5a.3: Development of Evaluation Plans and IEPs	Standard #2 – Professional Knowledge Standard #3 - Collegueship	Educator rarely uses assessment information. IEP's do not match student needs. Meetings are disorganized and do not result in effective planning. Communication with relevant parties is rare of inappropriate. Confidentiality issues may exist.	IEPs and Evaluation Plans include assessment information but connections to planning are basic. Educator is unsure about student needs and does not take the initiative to learn more. Meetings results in IEPs and Evaluation Plans that meet requirements but do not reflect an in-depth understanding of the situation. Educator communicates on a regular basis and is appropriate in those interactions and confidential.	Uses assessment information for planning IEP programs; facilitates the development of a program that meets the student's needs and "knows the student"; Knows the learning style of the student; Organizes and facilitates effective meetings regarding student progress, and the development of evaluation plans and IEPs and the determination of eligibility for special education services; Communication with school staff, parents, families, students, service providers, is clear, accessible, effective, timely, confidential and sensitive.	Educator displays extensive knowledge of assessments and their use in planning and easily identifies the need for additional information. The educator's communication with relevant parties reflects a high level of professionalism and relevant parties seek out and depend upon the educator for his / her guidance and expertise.	-Evaluation Plans and reports -IEPs -Observation -Letters and memos to relevant parties -Contact logs -Voluntary feedback from relevant parties

Colchester School District

Special Education Department Components of Professional Practice Rubric

Domain 5b Rubric: Due Process

Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5b. 1: Knowledge and Implementation of Special Education Laws and Regulations	Standard #2 – Professional Knowledge Standard #5 - Accountability	Educator is unaware of basic laws and regulations and does not demonstrate initiative in increasing knowledge.	Educator knows there are regulations to follow, but often “forgets”. Refers to regulation handbook but may need assistance in applying regulations.	Timelines and procedures are consistent with state and federal law and regulations.	Educator independently seeks resources to stay current with laws and regulations. Is able to articulate the connections between law / regulations and timelines / procedures and therefore is effective in explaining due process to others.	-Applicable coursework -Special Education student records -Observation

Colchester School District

Special Education Department Components of Professional Practice Rubric

Domain 5c Rubric: Testing and Assessment

Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5c.1 : Planning for Testing and Assessment	Standard #2 – Professional Knowledge Standard #3 - Colleagueship	Does not know what measures assess what areas. Does not seek consultation regarding assessment.	Has knowledge of basic measures (intellectual, achievement) but not beyond a few examples. Knows who to ask for assistance to ensure adhering to the process.	Knows what measures assess what areas (skills, disabilities). Has knowledge of resources (personnel, consultants, staff) – adheres to due process.	Demonstrates extensive knowledge of assessments, their applications and their relationship to disabilities.	-Evaluation plans and reports -Observation -Testing reports by special educator -Applicable coursework
5c.2 : Administering Testing Measures	Standard #2 – Professional Knowledge	Has no training or skills in any test administration AND/OR administers tests in an inappropriate environment, displays ineffective interactions with student, does not follow test protocols.	Has had workshops in specific tests administration and, with supervision, can evaluate students in a reliable way resulting in valid findings.	Follows test protocol; had training; interaction with students is effective; proper setting.	Educator has acquired in-depth training with assessment. Educator has above-average repertoire of assessments s/he can administer with a high level of expertise.	-Observation -Applicable course work -Evaluation reports by special educator -Testing protocols -Student interview
5c.3 : Interpreting Data	Standard #2 – Professional Knowledge Standard #5 - Accountability	Does not understand test scores / results and / or misinterprets results frequently.	Understands scores/ results but will need assistance to relate them to student performance.	Understands scores / results and how they relate to student performance.	Educator is able to explain scores and results to others and readily apply them to student performance and planning.	-Applicable coursework - Observation during the meeting -IEP's - Evaluation plans and reports.
5c.4 : Report Writing	Standard #2 – Professional Knowledge Standard #3 - Colleagueship	Educator's reports do not demonstrate and understanding of the material.	Educator's reports provide basic information accurately but do not provide an analysis of the data in a useful way.	Reports are user friendly, grammatically correct, understandable; information is accurate and recommendations are appropriate and timely, effectively integrating all relevant information.	Educator's reports reflect in-depth analysis of findings.	-Testing reports
5c.5: Communicating Results	Standard #2 – Professional Knowledge Standard #3 – Colleagueship Standard #4 - Advocacy	Educator is unable to explain testing and assessment results at even the most basic level. Educator explains testing results in an insensitive manner and/or in a way that misinforms the parents and team.	Educator is able to explain basic concepts of testing results but has difficulty responding to additional questions that require more knowledge of measures; scoring or recommendations.	Educator explains testing results in a clear manner to parents and team members. Is able to respond to basic and commonly asked questions. Presents in a professional manner.	Educator demonstrates the ability to accurately explain testing results with ease and to respond knowledgeably when parent and team members have questions about the testing data.	-Observation during meeting -Parent interview

Colchester School District

Special Education Department Components of Professional Practice Rubric

Domain 5d Rubric: Supervision of Educational Assistants

Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5d.1: Daily Management	Standard #2 – Professional Knowledge Standard #3 - Collegueship	Educator is unaware of what assistants are doing on a daily basis. Educator is unavailable and does not provide supervision. Educator does not display respectful interactions with assistants.	Educator knows assistants' basic schedules and assignments but may not be aware on a daily basis about their activities. Can provide basic supervision but does not provide training.	Has a thorough knowledge of schedules and assignments. Is accessible, provides interactive modeling for assistants; meets regularly for supervision / training; has respectful interactions with assistants.	Educator demonstrates skill in developing schedules and assignments for assistants. Provides professional development opportunities on a regular basis.	-Assistant schedules -Observation of supervision meetings -Assistant interviews -Memos to assistants
5d.2 : Annual Performance Evaluations	Standard #2 – Professional Knowledge Standard #5 - Accountability	Does not participate in annual performance evaluation as requested.	Participates in annual performance evaluation but does not demonstrate an understanding of the evaluation process as requested.	Participates in annual performance evaluation as requested by administration.	Educator demonstrates knowledge of assistants' performance and insight into strengths and areas in need of improvement. Is objective in observations and articulate in any written requirements.	-Assistant performance evaluation

Colchester School District

Special Education Department Components of Professional Practice Rubric

Domain 5e Rubric: Consultation

Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5e.1: Obtaining Consultation	Standard #2 – Professional Knowledge Standard #3 - Collegueship	Educator ignores request for consultation and / or does not follow-up for lack of knowledge or for lack of initiative. Does not independently recognize need for consultation.	Educator pursues requests for consultation but may have difficulty locating resources. Recognizes need for consultation and requests assistance in procuring.	Responsible to team requests; takes initiative to obtain needed consultation and is knowledgeable regarding resources.	Demonstrates skill in the utilization of a consultant or other resource to insure effective and efficient consultations.	-Meeting notes / minutes -Voluntary feedback from consultant -Observation of meetings -Letters / memos - Applicable courses
5e.2: Providing Consultation	Standard #2 – Professional Knowledge Standard #3 – Collegueship Standard #4 - Advocacy	Does not have the knowledge or skill to provide consultation or refuses to provide such support to relevant parties.	Educator responds to requests for consultation but may not have adequate knowledge or skill to be helpful without assistance.	Responsive to team requests; recognizes need for and initiates consultation, and provides in a collegial / respectful manner.	Educator is skillful in identifying needs for consultation prior to team requests and is viewed as an expert who will make every effort to obtain support s/he may not be able to provide.	-Meeting notes / minutes -Memos / letters -Voluntary feedback from colleague
5e.3: Collaborating	Standard #2 – Professional Knowledge Standard #3 – Collegueship	Educator does not interact with team members or resources or is ineffective in those interactions.	Educator understands the need for collaboration but may require assistance in integration of information. Communication is sincere but may be lacking depth / expertise.	Effectively integrates input and information from the team and other resources.; effectively communicates (timely, professional, and relevant.)	Educator emerges as a leader on teams working to plan for students. Readily facilitates the synthesis of data and guides teams toward collaborative decision making.	-Observations of meetings -Meeting minutes / notes -IEPs / other paperwork

Colchester School District

Special Education Department Components of Professional Practice Rubric

Domain 5f Rubric: Knowledge of and Skills Specific to Qualifying Disabilities

Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5f.1: Services , Goals, Objectives, Accommodations	Standard #2 – Professional Knowledge Standard #4 - Advocacy	IEPs do not reflect students accurately and / or are not relevant to disabilities.	IEPs are generally appropriate but there may be missing connections of disability to needs, services; progress and / or not clearly defined levels of performance.	IEP’s reflect students’ disabilities and unique education needs, levels of performance, services and anticipated progress.	IEP’s emerge as blueprints for each student, guiding mainstream teachers and specialist in providing FAPE for special education students.	-Student progress reports -Student / parent interview
5f.2 School Curriculum, State Standards for all Students	Standard #2 – Professional Knowledge Standard #5 - Accountability	Educator is not aware of or disregards school curriculum and state standards.	Educator has knowledge curriculum and state standards and refers to appropriate documents and eligibility decisions and IEP development.	Eligibility decisions and IEPs reflect individual school curriculum and/or appropriate levels of “state standards”.	Educator ensures that the teams consider school curriculum and state standards throughout the special education process and has extensive knowledge of both.	-IEPs -Evaluations Plans and reports -Observation of meetings
5f.3: Evaluation Plans and Reports	Standard #2 – Professional Knowledge	Does not have an understanding of qualifying disabilities and/or their relationship to assessment measures, evaluator expertise, eligibility regulations.	Educator has some understanding of qualifying disabilities and knows how to increase that knowledge. May require significant advance preparations as each “new” disability is encountered in practice.	Has knowledge to identify when student may have a disability and need for evaluation. (Child Find); Frames and phrases questions to obtains desired information/data for evaluation plan. Demonstrates knowledge appropriate assessment tools and evaluator; Has ability to guide team through eligibility decision-making; Has ability to synthesize data/information obtained through evaluations; Demonstrates ability to make recommendations appropriate to disabilities	Educator has extensive knowledge regarding all qualifying disabilities and uses the regulations manual as a procedural guide. Has in-depth understanding of evaluation issues for qualifying disabilities and demonstrates expertise in helping teams make relevant evaluation, eligibility and recommendation decisions.	-Evaluation Plans and Reports -Observation of meetings -Applicable coursework
5f.4: Integrating Students, Advocating for Inclusion	Standard #2 – Professional Knowledge Standard #4 - Advocacy	Educator does not consider inclusion in decision-making process. Educator does not advocate for inclusion or offer support for inclusionary practices.	Educator plans for reintegration but may allow others to make inclusion decisions.	Educator ensures that the IEP clearly states student level of inclusion. Educator advocates for inclusion, offering support and recommendations for inclusion, based on the student needs and strengths.	Educator will lead the team through and analysis of the school’s ability to serve the student in the mainstream and provide researched recommendations for inclusionary practices specific to that student.	-IEPs -Student schedules -Meeting notes/minutes -Student/parent interview -Applicable coursework

Colchester School District

Special Education Department Evidence Collection: Formal Observation Form: Domain Five

(To be completed by administrator.)

DOMAIN 5a: Demonstrating Effective Case Management Skills	
5a. 1: Paperwork	5a. 2: Monitoring
5a. 3: Development of Evaluation Plans and IEPs	
Domain 5b: Due Process	
5b. 1: Knowledge and Implementation of Special Education Laws and Regulations	
Domain 5c: Testing and Assessment	
5c. 1: Planning for Testing and Assessment	5c. 2: Administering Testing Measures
5c. 3: Interpreting Data	5c. 4: Report Writing

Domain 5c: Testing and Assessment (continued)	
5c. 5: Communicating Results	
Domain 5d: Supervision of Educational Assistants	
5d. 1: Daily Management	5d. 2: Annual Performance Evaluations
Domain 5e: Consultation	
5e. 1: Obtaining Consultation	5e. 2: Providing Consultation
5e. 3: Collaborating	
Domain 5f: Knowledge of and Skills Specific to Qualifying Disabilities	
5f. 1: Services, Goals, Objectives, Accommodations	5f. 2: School Curriculum, State Standards for all Students
5f. 3: Evaluation Plans and Reports	5f. 4: Integrating Students, Advocating for Inclusion

Name: _____

Date: _____

Special Education Department

Evidence Collection: Informal Observation Form

(To be completed by Administrator during unannounced observation of short duration [up to 20 minutes]).

A copy is given to the teacher within two school days of the observation.

<p>Domain 5a: Demonstrating Effective Case Management Skills Paperwork, monitoring, development of EP and IEP</p>	<p>Domain 5b: Due Process Knowledge/implementation of SPED laws/regs</p>
<p>Domain 5c: Testing and Assessment Planning for/administering test measures, interpreting data, report writing, communicating results</p>	<p>Domain 5d: Supervision of Educational Assistants Daily management and annual performance evaluations</p>

Special Education Department: Evidence Collection: Informal Observation Form (continued)

Domain 5c: Consultation

Obtaining/providing consultation, collaborating

Domain 5f: Knowledge of and Skills Specific to Qualifying Disabilities

Services, goals, objectives, accommodations, curriculum, state standards, eval. plans and reports, integrating students, advocating for inclusion

Name of teacher:

Name of observer/date:

Conference requested (if checked)

Special Education Department Teacher Observation: Self-Assessment Form

Special Education Department Components of Professional Practice Rubric						
Domain 5a Rubric: Demonstrating Effective Case Management Skills						
Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5a.1: Paperwork	Standard #5 - Accountability	Timelines are not met and correct procedures for paperwork are not consistently followed. Numerous grammatical errors are made and the content is not readily understood. Records do not reflect adequate understanding of special education process. Records are disorganized and do not maintain an adequate record of planning and decision making.	The majority of timelines are met. Procedures are generally followed. Wording in paperwork is adequate but content is not consistently clear. Records reflect a basic understanding of the Special Education process. Records are generally organized and provide basic documentation of planning and decision making.	Paperwork completed within timelines; correct procedures are followed for paperwork; Effective wording used in paperwork (i.e. grammatically correct and understandable); Maintains organized and legible records according to CSD guidelines; records accurately reflect planning and decision making.	All timelines are met unless there is a significant extenuating circumstance. Content and organization of records and paperwork reflect in-depth knowledge of students and their needs, services, progress and of the special process.	-Special Education forms -Data base print outs -Special Education student records
5a.2: Monitoring	Standard #2 – Professional Knowledge Standard #5 - Accountability	Student progress is not tracked or documented. Educator has no system for tracking time lines or other student data.	Student progress is documented according to the IEP but educator does not take the initiative in making adjustments, except on the required annual basis. Educator maintains a list of timelines for special education requirements but not for attendance or discipline.	Gauges / assesses effectiveness of IEP and facilitates identifying the need for adjustments; tracks timelines for eligibility, annual reviews, three year comprehensive evaluations, attendance, and discipline.	Student progress reports are directly linked to the IEP and reflect in-depth understanding of student needs and growth. Educator takes the initiative when appropriate, in suggesting adjustments to student programs. An effective system is in place for tracking all timelines and student data and teacher is responsive to data requested and / or provided by administrator.	-Special Education forms -Data base print outs -Special Education student records -Meeting minutes
5a.3: Development of Evaluation Plans and IEPs	Standard #2 – Professional Knowledge Standard #3 - Collegueship	Educator rarely uses assessment information. IEP's do not match student needs. Meetings are disorganized and do not result in effective planning. Communication with relevant parties is rare of inappropriate. Confidentiality issues may exist.	IEPs and Evaluation Plans include assessment information but connections to planning are basic. Educator is unsure about student needs and does not take the initiative to learn more. Meetings results in IEPs and Evaluation Plans that meet requirements but do not reflect an in-depth understanding of the situation. Educator communicates on a regular basis and is appropriate in those interactions and confidential.	Uses assessment information for planning IEP programs; facilitates the development of a program that meets the student's needs and "knows the student"; Knows the learning style of the student; Organizes and facilitates effective meetings regarding student progress, and the development of evaluation plans and IEPs and the determination of eligibility for special education services; Communication with school staff, parents, families, students, service providers, is clear , accessible, effective, timely, confidential and sensitive.	Educator displays extensive knowledge of assessments and their use in planning and easily identifies the need for additional information. The educator's communication with relevant parties reflects a high level of professionalism and relevant parties seek out and depend upon the educator for his / her guidance and expertise.	-Evaluation Plans and reports -IEPs -Observation -Letters and memos to relevant parties -Contact logs -Voluntary feedback from relevant parties

Name:

Date:

(Special Education Department Teacher Observation: Self-Assessment Form, page 2)

Special Education Department Components of Professional Practice Rubric						
Domain 5b Rubric: Due Process						
Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5b. 1: Knowledge and Implementation of Special Education Laws and Regulations	Standard #2 – Professional Knowledge Standard #5 - Accountability	Educator is unaware of basic laws and regulations and does not demonstrate initiative in increasing knowledge.	Educator knows there are regulations to follow but often “forgets”. Refers to regulation handbook but may need assistance in applying regulations.	Timelines and procedures are consistent with state and federal law and regulations.	Educator independently seeks resources to stay current with laws and regulations. Is able to articulate the connections between law / regulations and timelines / procedures and therefore is effective in explaining due process to others.	-Applicable coursework -Special Education student records -Observation

Colchester School District

Name:

Date:

(Special Education Department Teacher Observation: Self-Assessment Form, page 3)

Special Education Department Components of Professional Practice Rubric						
Domain 5c Rubric: Testing and Assessment						
Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5c.1 : Planning for Testing and Assessment	Standard #2 – Professional Knowledge Standard #3 - Collegueship	Does not know what measures assess what areas. Does not seek consultation regarding assessment.	Has knowledge of basic measures (intellectual, achievement) but not beyond a few examples. Knows who to ask for assistance to ensure adhering to the process.	Knows what measures assess what areas (skills, disabilities). Has knowledge of resources (personnel, consultants, staff) – adheres to due process.	Demonstrates extensive knowledge of assessments, their applications and their relationship to disabilities.	-Evaluation plans and reports -Observation -Testing reports by special educator -Applicable coursework
5c.2 : Administering Testing Measures	Standard #2 – Professional Knowledge	Has no training or skills in any test administration AND/OR administers tests in an inappropriate environment, displays ineffective interactions with student, does not follow test protocols.	Has had workshops in specific tests administration and, with supervision, can evaluate students in a reliable way resulting in valid findings.	Follows test protocol; had training; interaction with students is effective; proper setting.	Educator has acquired in-depth training with assessment. Educator has above-average repertoire of assessments s/he can administer with a high level of expertise.	-Observation -Applicable course work -Evaluation reports by special educator -Testing protocols -Student interview
5c.3 : Interpreting Data	Standard #2 – Professional Knowledge Standard #5 - Accountability	Does not understand test scores / results and / or misinterprets results frequently.	Understands scores/ results but will need assistance to relate them to student performance.	Understands scores / results and how they relate to student performance.	Educator is able to explain scores and results to others and readily apply them to student performance and planning.	-Applicable coursework - Observation during the meeting -IEP's - Evaluation plans and reports.
5c.4 : Report Writing	Standard #2 – Professional Knowledge Standard #3 - Collegueship	Educator's reports do not demonstrate and understanding of the material.	Educator's reports provide basic information accurately but do not provide an analysis of the data in a useful way.	Reports are user friendly, grammatically correct, understandable; information is accurate and recommendations are appropriate and timely, effectively integrating all relevant information.	Educator's reports reflect in-depth analysis of findings.	-Testing reports
5c.5: Communicating Results	Standard #2 – Professional Knowledge Standard #3 – Collegueship Standard #4 - Advocacy	Educator is unable to explain testing and assessment results at even the most basic level. Educator explains testing results in an insensitive manner and/or in a way that misinforms the parents and team.	Educator is able to explain basic concepts of testing results but has difficulty responding to additional questions that require more knowledge of measures; scoring or recommendations.	Educator explains testing results in a clear manner to parents and team members. Is able to respond to basic and commonly asked questions. Presents in a professional manner.	Educator demonstrates the ability to accurately explain testing results with ease and to respond knowledgably when parent and team members have questions about the testing data.	-Observation during meeting -Parent interview

Colchester School District

Name:

Date:

(Special Education Department Teacher Observation: Self-Assessment Form, page 4)

Special Education Department Components of Professional Practice Rubric						
Domain 5d Rubric: Supervision of Educational Assistants						
Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5d.1: Daily Management	Standard #2 – Professional Knowledge Standard #3 - Collegueship	Educator is unaware of what assistants are doing on a daily basis. Educator is unavailable and does not provide supervision. Educator does not display respectful interactions with assistants.	Educator knows assistants’ basic schedules and assignments but may not be aware on a daily basis about their activities. Can provide basic supervision but does not provide training.	Has a thorough knowledge of schedules and assignments. Is accessible, provides interactive modeling for assistants; meets regularly for supervision / training; has respectful interactions with assistants.	Educator demonstrates skill in developing schedules and assignments for assistants. Provides professional development opportunities on a regular basis.	-Assistant schedules -Observation of supervision meetings -Assistant interviews -Memos to assistants
5d.2 : Annual Performance Evaluations	Standard #2 – Professional Knowledge Standard #5 - Accountability	Does not participate in annual performance evaluation as requested.	Participates in annual performance evaluation but does not demonstrate an understanding of the evaluation process as requested.	Participates in annual performance evaluation as requested by administration.	Educator demonstrates knowledge of assistants’ performance and insight into strengths and areas in need of improvement. Is objective in observations and articulate in any written requirements.	-Assistant performance evaluation

Colchester School District

Name:

Date:

(Special Education Department Teacher Observation: Self-Assessment Form, page 5)

Special Education Department Components of Professional Practice Rubric						
Domain 5e Rubric: Consultation						
Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5e.1: Obtaining Consultation	Standard #2 – Professional Knowledge Standard #3 - Collegueship	Educator ignores request for consultation and / or does not follow-up for lack of knowledge or for lack of initiative. Does not independently recognize need for consultation.	Educator pursues requests for consultation but may have difficulty locating resources. Recognizes need for consultation and requests assistance in procuring.	Responsible to team requests; takes initiative to obtain needed consultation and is knowledgeable regarding resources.	Demonstrates skill in the utilization of a consultant or other resource to insure effective and efficient consultations.	-Meeting notes / minutes -Voluntary feedback from consultant -Observation of meetings -Letters / memos - Applicable courses
5e.2: Providing Consultation	Standard #2 – Professional Knowledge Standard #3 – Collegueship Standard #4 - Advocacy	Does not have the knowledge or skill to provide consultation or refuses to provide such support to relevant parties.	Educator responds to requests for consultation but may not have adequate knowledge or skill to be helpful without assistance.	Responsive to team requests; recognizes need for and initiates consultation, and provides in a collegial / respectful manner.	Educator is skillful in identifying needs for consultation prior to team requests and is viewed as an expert who will make every effort to obtain support s/he may not be able to provide.	-Meeting notes / minutes -Memos / letters -Voluntary feedback from colleague
5e.3: Collaborating	Standard #2 – Professional Knowledge Standard #3 – Collegueship	Educator does not interact with team members or resources or is ineffective in those interactions.	Educator understands the need for collaboration but may require assistance in integration of information. Communication is sincere but may be lacking depth / expertise.	Effectively integrates input and information from the team and other resources.; effectively communicates (timely, professional, and relevant.)	Educator emerges as a leader on teams working to plan for students. Readily facilitates the synthesis of data and guides teams toward collaborative decision making.	-Observations of meetings -Meeting minutes / notes -IEPs / other paperwork

Colchester School District

Name:

Date:

(Special Education Department Teacher Observation: Self-Assessment Form, page 6)

Special Education Department Components of Professional Practice Rubric						
Domain 5f Rubric: Knowledge of and Skills Specific to Qualifying Disabilities						
Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5f.1: Services , Goals, Objectives, Accommodations	Standard #2 – Professional Knowledge Standard #4 - Advocacy	IEPs do not reflect students accurately and / or are not relevant to disabilities.	IEPs are generally appropriate but there may be missing connections of disability to needs, services; progress and / or not clearly defined levels of performance.	IEP’s reflect students’ disabilities and unique education needs, levels of performance, services and anticipated progress.	IEP’s emerge as blueprints for each student, guiding mainstream teachers and specialist in providing FAPE for special education students.	-Student progress reports -Student / parent interview
5f.2 School Curriculum, State Standards for all Students	Standard #2 – Professional Knowledge Standard #5 - Accountability	Educator is not aware of or disregards school curriculum and state standards.	Educator has knowledge curriculum and state standards and refers to appropriate documents and eligibility decisions and IEP development.	Eligibility decisions and IEPs reflect individual school curriculum and/or appropriate levels of “state standards”.	Educator ensures that the teams consider school curriculum and state standards throughout the special education process and has extensive knowledge of both.	-IEPs -Evaluations Plans and reports -Observation of meetings
5f.3: Evaluation Plans and Reports	Standard #2 – Professional Knowledge	Does not have an understanding of qualifying disabilities and/or their relationship to assessment measures, evaluator expertise, eligibility regulations.	Educator has some understanding of qualifying disabilities and knows how to increase that knowledge. May require significant advance preparations as each “new” disability is encountered in practice.	Has knowledge to identify when student may have a disability and need for evaluation. (Child Find); Frames and phrases questions to obtains desired information/data for evaluation plan. Demonstrates knowledge appropriate assessment tools and evaluator; Has ability to guide team through eligibility decision-making; Has ability to synthesize data/information obtained through evaluations; Demonstrates ability to make recommendations appropriate to disabilities	Educator has extensive knowledge regarding all qualifying disabilities and uses the regulations manual as a procedural guide. Has in-depth understanding of evaluation issues for qualifying disabilities and demonstrates expertise in helping teams make relevant evaluation, eligibility and recommendation decisions.	-Evaluation Plans and Reports -Observation of meetings -Applicable coursework
5f.4: Integrating Students, Advocating for Inclusion	Standard #2 – Professional Knowledge Standard #4 - Advocacy	Educator does not consider inclusion in decision-making process. Educator does not advocate for inclusion or offer support for inclusionary practices.	Educator plans for reintegration but may allow others to make inclusion decisions.	Educator ensures that the IEP clearly states student level of inclusion. Educator advocates for inclusion, offering support and recommendations for inclusion, based on the student needs and strengths.	Educator will lead the team through and analysis of the school’s ability to serve the student in the mainstream and provide researched recommendations for inclusionary practices specific to that student.	-IEPs -Student schedules -Meeting notes/minutes -Student/parent interview -Applicable coursework

Colchester School District

Name:

Date:

Special Education Department Administrator Observation Assessment Form

(Components of agreement highlighted in yellow, components of difference completed at conference.)

Special Education Department Components of Professional Practice Rubric						
Domain 5a Rubric: Demonstrating Effective Case Management Skills						
Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5a.1: Paperwork	Standard #5 - Accountability	Timelines are not met and correct procedures for paperwork are not consistently followed. Numerous grammatical errors are made and the content is not readily understood. Records do not reflect adequate understanding of special education process. Records are disorganized and do not maintain an adequate record of planning and decision making.	The majority of timelines are met. Procedures are generally followed. Wording in paperwork is adequate but content is not consistently clear. Records reflect a basic understanding of the Special Education process. Records are generally organized and provide basic documentation of planning and decision making.	Paperwork completed within timelines; correct procedures are followed for paperwork; Effective wording used in paperwork (i.e. grammatically correct and understandable); Maintains organized and legible records according to CSD guidelines; records accurately reflect planning and decision making.	All timelines are met unless there is a significant extenuating circumstance. Content and organization of records and paperwork reflect in-depth knowledge of students and their needs, services, progress and of the special process.	-Special Education forms -Data base print outs -Special Education student records
5a.2: Monitoring	Standard #2 – Professional Knowledge Standard #5 - Accountability	Student progress is not tracked or documented. Educator has no system for tracking time lines or other student data.	Student progress is documented according to the IEP but educator does not take the initiative in making adjustments, except on the required annual basis. Educator maintains a list of timelines for special education requirements but not for attendance or discipline.	Gauges / assesses effectiveness of IEP and facilitates identifying the need for adjustments; tracks timelines for eligibility, annual reviews, three year comprehensive evaluations, attendance, and discipline.	Student progress reports are directly linked to the IEP and reflect in-depth understanding of student needs and growth. Educator takes the initiative when appropriate, in suggesting adjustments to student programs. An effective system is in place for tracking all timelines and student data and teacher is responsive to data requested and / or provided by administrator.	-Special Education forms -Data base print outs -Special Education student records -Meeting minutes
5a.3: Development of Evaluation Plans and IEPs	Standard #2 – Professional Knowledge Standard #3 - Collegueship	Educator rarely uses assessment information. IEP's do not match student needs. Meetings are disorganized and do not result in effective planning. Communication with relevant parties is rare of inappropriate. Confidentiality issues may exist.	IEPs and Evaluation Plans include assessment information but connections to planning are basic. Educator is unsure about student needs and does not take the initiative to learn more. Meetings results in IEPs and Evaluation Plans that meet requirements but do not reflect an in-depth understanding of the situation. Educator communicates on a regular basis and is appropriate in those interactions and confidential.	Uses assessment information for planning IEP programs; facilitates the development of a program that meets the student's needs and "knows the student"; Knows the learning style of the student; Organizes and facilitates effective meetings regarding student progress, and the development of evaluation plans and IEPs and the determination of eligibility for special education services; Communication with school staff, parents, families, students, service providers, is clear , accessible, effective, timely, confidential and sensitive.	Educator displays extensive knowledge of assessments and their use in planning and easily identifies the need for additional information. The educator's communication with relevant parties reflects a high level of professionalism and relevant parties seek out and depend upon the educator for his / her guidance and expertise.	-Evaluation Plans and reports -IEPs -Observation -Letters and memos to relevant parties -Contact logs -Voluntary feedback from relevant parties

Colchester School District

Name:

Date:

(Administrator Observation Special Education Department Assessment Form, page 2)

Special Education Components of Professional Practice Rubric						
Domain 5b Rubric: Due Process						
Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5b. 1: Knowledge and Implementation of Special Education Laws and Regulations	Standard #2 – Professional Knowledge Standard #5 - Accountability	Educator is unaware of basic laws and regulations and does not demonstrate initiative in increasing knowledge.	Educator knows there are regulations to follow but often “forgets”. Refers to regulation handbook but may need assistance in applying regulations.	Timelines and procedures are consistent with state and federal law and regulations.	Educator independently seeks resources to stay current with laws and regulations. Is able to articulate the connections between law / regulations and timelines / procedures and therefore is effective in explaining due process to others.	-Applicable coursework -Special Education student records -Observation

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Date:

(Administrator Observation Special Education Department Assessment Form, page 3)

Special Education Department Components of Professional Practice Rubric						
Domain 5c Rubric: Testing and Assessment						
Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5c.1 : Planning for Testing and Assessment	Standard #2 – Professional Knowledge Standard #3 - Collegueship	Does not know what measures assess what areas. Does not seek consultation regarding assessment.	Has knowledge of basic measures (intellectual, achievement) but not beyond a few examples. Knows who to ask for assistance to ensure adhering to the process.	Knows what measures assess what areas (skills, disabilities). Has knowledge of resources (personnel, consultants, staff) – adheres to due process.	Demonstrates extensive knowledge of assessments, their applications and their relationship to disabilities.	-Evaluation plans and reports -Observation -Testing reports by special educator -Applicable coursework
5c.2 : Administering Testing Measures	Standard #2 – Professional Knowledge	Has no training or skills in any test administration AND/OR administers tests in an inappropriate environment, displays ineffective interactions with student, does not follow test protocols.	Has had workshops in specific tests administration and, with supervision, can evaluate students in a reliable way resulting in valid findings.	Follows test protocol; had training; interaction with students is effective; proper setting.	Educator has acquired in-depth training with assessment. Educator has above-average repertoire of assessments s/he can administer with a high level of expertise.	-Observation -Applicable course work -Evaluation reports by special educator -Testing protocols -Student interview
5c.3 : Interpreting Data	Standard #2 – Professional Knowledge Standard #5 - Accountability	Does not understand test scores / results and / or misinterprets results frequently.	Understands scores/ results but will need assistance to relate them to student performance.	Understands scores / results and how they relate to student performance.	Educator is able to explain scores and results to others and readily apply them to student performance and planning.	-Applicable coursework - Observation during the meeting -IEP's - Evaluation plans and reports.
5c.4 : Report Writing	Standard #2 – Professional Knowledge Standard #3 - Collegueship	Educator’s reports do not demonstrate and understanding of the material.	Educator’s reports provide basic information accurately but do not provide an analysis of the data in a useful way.	Reports are user friendly, grammatically correct, understandable; information is accurate and recommendations are appropriate and timely, effectively integrating all relevant information.	Educator’s reports reflect in-depth analysis of findings.	-Testing reports
5c.5: Communicating Results	Standard #2 – Professional Knowledge Standard #3 – Collegueship Standard #4 - Advocacy	Educator is unable to explain testing and assessment results at even the most basic level. Educator explains testing results in an insensitive manner and/or in a way that misinforms the parents and team.	Educator is able to explain basic concepts of testing results but has difficulty responding to additional questions that require more knowledge of measures; scoring or recommendations.	Educator explains testing results in a clear manner to parents and team members. Is able to respond to basic and commonly asked questions. Presents in a professional manner.	Educator demonstrates the ability to accurately explain testing results with ease and to respond knowledgeably when parent and team members have questions about the testing data.	-Observation during meeting -Parent interview

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(Administrator Observation Special Education Department Assessment Form, page 4)

Special Education Department Components of Professional Practice Rubric						
Domain 5d Rubric: Supervision of Educational Assistants						
Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5d.1: Daily Management	Standard #2 – Professional Knowledge Standard #3 - Collegueship	Educator is unaware of what assistants are doing on a daily basis. Educator is unavailable and does not provide supervision. Educator does not display respectful interactions with assistants.	Educator knows assistants’ basic schedules and assignments but may not be aware on a daily basis about their activities. Can provide basic supervision but does not provide training.	Has a thorough knowledge of schedules and assignments. Is accessible, provides interactive modeling for assistants; meets regularly for supervision / training; has respectful interactions with assistants.	Educator demonstrates skill in developing schedules and assignments for assistants. Provides professional development opportunities on a regular basis.	-Assistant schedules -Observation of supervision meetings -Assistant interviews -Memos to assistants
5d.2 : Annual Performance Evaluations	Standard #2 – Professional Knowledge Standard #5 - Accountability	Does not participate in annual performance evaluation as requested.	Participates in annual performance evaluation but does not demonstrate an understanding of the evaluation process as requested.	Participates in annual performance evaluation as requested by administration.	Educator demonstrates knowledge of assistants’ performance and insight into strengths and areas in need of improvement. Is objective in observations and articulate in any written requirements.	-Assistant performance evaluation

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Name:

Date:

(Administrator Observation Special Education Department Assessment Form, page 5)

Special Education Department Components of Professional Practice Rubric						
Domain 5e Rubric: Consultation						
Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5e.1: Obtaining Consultation	Standard #2 – Professional Knowledge Standard #3 - Collegueship	Educator ignores request for consultation and / or does not follow-up for lack of knowledge or for lack of initiative. Does not independently recognize need for consultation.	Educator pursues requests for consultation but may have difficulty locating resources. Recognizes need for consultation and requests assistance in procuring.	Responsible to team requests; takes initiative to obtain needed consultation and is knowledgeable regarding resources.	Demonstrates skill in the utilization of a consultant or other resource to insure effective and efficient consultations.	-Meeting notes / minutes -Voluntary feedback from consultant -Observation of meetings -Letters / memos - Applicable courses
5e.2: Providing Consultation	Standard #2 – Professional Knowledge Standard #3 – Collegueship Standard #4 - Advocacy	Does not have the knowledge or skill to provide consultation or refuses to provide such support to relevant parties.	Educator responds to requests for consultation but may not have adequate knowledge or skill to be helpful without assistance.	Responsive to team requests; recognizes need for and initiates consultation, and provides in a collegial / respectful manner.	Educator is skillful in identifying needs for consultation prior to team requests and is viewed as an expert who will make every effort to obtain support s/he may not be able to provide.	-Meeting notes / minutes -Memos / letters -Voluntary feedback from colleague
5e.3: Collaborating	Standard #2 – Professional Knowledge Standard #3 – Collegueship	Educator does not interact with team members or resources or is ineffective in those interactions.	Educator understands the need for collaboration but may require assistance in integration of information. Communication is sincere but may be lacking depth / expertise.	Effectively integrates input and information from the team and other resources.; effectively communicates (timely, professional, and relevant.)	Educator emerges as a leader on teams working to plan for students. Readily facilitates the synthesis of data and guides teams toward collaborative decision making.	-Observations of meetings -Meeting minutes / notes -IEPs / other paperwork

Colchester School District

Name:

Date:

(Administrator Observation Special Education Department Assessment Form, page 6)

Special Education Department Components of Professional Practice Rubric						
Domain 5f Rubric: Knowledge of and Skills Specific to Qualifying Disabilities						
Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5f.1: Services , Goals, Objectives, Accommodations	Standard #2 – Professional Knowledge Standard #4 - Advocacy	IEPs do not reflect students accurately and / or are not relevant to disabilities.	IEPs are generally appropriate but there may be missing connections of disability to needs, services; progress and / or not clearly defined levels of performance.	IEP’s reflect students’ disabilities and unique education needs, levels of performance, services and anticipated progress.	IEP’s emerge as blueprints for each student, guiding mainstream teachers and specialist in providing FAPE for special education students.	-Student progress reports -Student / parent interview
5f.2 School Curriculum, State Standards for all Students	Standard #2 – Professional Knowledge Standard #5 - Accountability	Educator is not aware of or disregards school curriculum and state standards.	Educator has knowledge curriculum and state standards and refers to appropriate documents and eligibility decisions and IEP development.	Eligibility decisions and IEPs reflect individual school curriculum and/or appropriate levels of “state standards”.	Educator ensures that the teams consider school curriculum and state standards throughout the special education process and has extensive knowledge of both.	-IEPs -Evaluations Plans and reports -Observation of meetings
5f.3: Evaluation Plans and Reports	Standard #2 – Professional Knowledge	Does not have an understanding of qualifying disabilities and/or their relationship to assessment measures, evaluator expertise, eligibility regulations.	Educator has some understanding of qualifying disabilities and knows how to increase that knowledge. May require significant advance preparations as each “new” disability is encountered in practice.	Has knowledge to identify when student may have a disability and need for evaluation. (Child Find); Frames and phrases questions to obtains desired information/data for evaluation plan. Demonstrates knowledge appropriate assessment tools and evaluator; Has ability to guide team through eligibility decision-making; Has ability to synthesize data/information obtained through evaluations; Demonstrates ability to make recommendations appropriate to disabilities	Educator has extensive knowledge regarding all qualifying disabilities and uses the regulations manual as a procedural guide. Has in-depth understanding of evaluation issues for qualifying disabilities and demonstrates expertise in helping teams make relevant evaluation, eligibility and recommendation decisions.	-Evaluation Plans and Reports -Observation of meetings -Applicable coursework
5f.4: Integrating Students, Advocating for Inclusion	Standard #2 – Professional Knowledge Standard #4 - Advocacy	Educator does not consider inclusion in decision-making process. Educator does not advocate for inclusion or offer support for inclusionary practices.	Educator plans for reintegration but may allow others to make inclusion decisions.	Educator ensures that the IEP clearly states student level of inclusion. Educator advocates for inclusion, offering support and recommendations for inclusion, based on the student needs and strengths.	Educator will lead the team through and analysis of the school’s ability to serve the student in the mainstream and provide researched recommendations for inclusionary practices specific to that student.	-IEPs -Student schedules -Meeting notes/minutes -Student/parent interview -Applicable coursework

Colchester School District

Special Education Department Teacher Summative Assessment Form
 (To be completed by the teacher and administrator based on cumulative evidence)

Special Education Department Components of Professional Practice Rubric

Domain 5a Rubric: Demonstrating Effective Case Management Skills

Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5a.1: Paperwork	Standard #5 - Accountability	Timelines are not met and correct procedures for paperwork are not consistently followed. Numerous grammatical errors are made and the content is not readily understood. Records do not reflect adequate understanding of special education process. Records are disorganized and do not maintain an adequate record of planning and decision making.	The majority of timelines are met. Procedures are generally followed. Wording in paperwork is adequate but content is not consistently clear. Records reflect a basic understanding of the Special Education process. Records are generally organized and provide basic documentation of planning and decision making.	Paperwork completed within timelines; correct procedures are followed for paperwork; Effective wording used in paperwork (i.e. grammatically correct and understandable); Maintains organized and legible records according to CSD guidelines; records accurately reflect planning and decision making.	All timelines are met unless there is a significant extenuating circumstance. Content and organization of records and paperwork reflect in-depth knowledge of students and their needs, services, progress and of the special process.	-Special Education forms -Data base print outs -Special Education student records

Evidence: (Briefly document evidence, if any, that supports this area)

Name:

Date:

(Special Education Department Teacher Summative Assessment Form, page 2)

<p>5a.2: Monitoring</p>	<p>Standard #2 – Professional Knowledge Standard #5 - Accountability</p>	<p>Student progress is not tracked or documented. Educator has no system for tracking time lines or other student data.</p>	<p>Student progress is documented according to the IEP but educator does not take the initiative in making adjustments, except on the required annual basis. Educator maintains a list of timelines for special education requirements but not for attendance or discipline.</p>	<p>Gauges / assesses effectiveness of IEP and facilitates identifying the need for adjustments; tracks timelines for eligibility, annual reviews, three year comprehensive evaluations, attendance, and discipline.</p>	<p>Student progress reports are directly linked to the IEP and reflect in-depth understanding of student needs and growth. Educator takes the initiative when appropriate, in suggesting adjustments to student programs. An effective system is in place for tracking all timelines and student data and teacher is responsive to data requested and / or provided by administrator.</p>	<p>-Special Education forms -Data base print outs -Special Education student records -Meeting minutes</p>
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Evidence: (Briefly document evidence, if any, that supports this area)

<p>5a.3: Development of Evaluation Plans and IEPs</p>	<p>Standard #2 – Professional Knowledge Standard #3 - Collegueship</p>	<p>Educator rarely uses assessment information. IEP’s do not match student needs. Meetings are disorganized and do not result in effective planning. Communication with relevant parties is rare of inappropriate. Confidentiality issues may exist.</p>	<p>IEPs and Evaluation Plans include assessment information but connections to planning are basic. Educator is unsure about student needs and does not take the initiative to learn more. Meetings results in IEPs and Evaluation Plans that meet requirements but do not reflect an in-depth understanding of the situation. Educator communicates on a regular basis and is appropriate in those interactions and confidential.</p>	<p>Uses assessment information for planning IEP programs; facilitates the development of a program that meets the student’s needs and “knows the student”; Knows the learning style of the student; Organizes and facilitates effective meetings regarding student progress, and the development of evaluation plans and IEPs and the determination of eligibility for special education services; Communication with school staff, parents, families, students, service providers, is clear , accessible, effective, timely, confidential and sensitive.</p>	<p>Educator displays extensive knowledge of assessments and their use in planning and easily identifies the need for additional information. The educator’s communication with relevant parties reflects a high level of professionalism and relevant parties seek out and depend upon the educator for his / her guidance and expertise.</p>	<p>-Evaluation Plans and reports -IEPs -Observation -Letters and memos to relevant parties -Contact logs -Voluntary feedback from relevant parties</p>
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Evidence: (Briefly document evidence, if any, that supports this area)

Name:

Date:

(Special Education Department Teacher Summative Assessment Form, page 3)

Special Education Department Components of Professional Practice Rubric						
Domain 5b Rubric: Due Process						
Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5b. 1: Knowledge and Implementation of Special Education Laws and Regulations	Standard #2 – Professional Knowledge Standard #5 - Accountability	Educator is unaware of basic laws and regulations and does not demonstrate initiative in increasing knowledge.	Educator knows there are regulations to follow but often “forgets”. Refers to regulation handbook but may need assistance in applying regulations.	Timelines and procedures are consistent with state and federal law and regulations.	Educator independently seeks resources to stay current with laws and regulations. Is able to articulate the connections between law / regulations and timelines / procedures and therefore is effective in explaining due process to others.	-Applicable coursework -Special Education student records -Observation
Evidence: (Briefly document evidence, if any, that supports this area)						

Colchester School District

Name:

Date:

(Special Education Department Teacher Summative Assessment Form, page 4)

Special Education Components of Professional Practice Rubric						
Domain 5c Rubric: Testing and Assessment						
Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5c.1 : Planning for Testing and Assessment	Standard #2 – Professional Knowledge Standard #3 - Colleagueship	Does not know what measures assess what areas. Does not seek consultation regarding assessment.	Has knowledge of basic measures (intellectual, achievement) but not beyond a few examples. Knows who to ask for assistance to ensure adhering to the process.	Knows what measures assess what areas (skills, disabilities). Has knowledge of resources (personnel, consultants, staff) – adheres to due process.	Demonstrates extensive knowledge of assessments, their applications and their relationship to disabilities.	-Evaluation plans and reports -Observation -Testing reports by special educator -Applicable coursework
Evidence: (Briefly document evidence, if any, that supports this area)						
5c.2 : Administering Testing Measures	Standard #2 – Professional Knowledge	Has no training or skills in any test administration AND/OR administers tests in an inappropriate environment, displays ineffective interactions with student, does not follow test protocols.	Has had workshops in specific tests administration and, with supervision, can evaluate students in a reliable way resulting in valid findings.	Follows test protocol; had training; interaction with students is effective; proper setting.	Educator has acquired in-depth training with assessment. Educator has above-average repertoire of assessments s/he can administer with a high level of expertise.	-Observation -Applicable course work -Evaluation reports by special educator -Testing protocols -Student interview
Evidence: (Briefly document evidence, if any, that supports this area)						

Colchester School District

Name:

Date:

(Special Education Department Teacher Summative Assessment Form, page 5)

5c.3 : Interpreting Data	Standard #2 – Professional Knowledge Standard #5 - Accountability	Does not understand test scores / results and / or misinterprets results frequently.	Understands scores/ results but will need assistance to relate them to student performance.	Understands scores / results and how they relate to student performance.	Educator is able to explain scores and results to others and readily apply them to student performance and planning.	-Applicable coursework - Observation during the meeting -IEP's - Evaluation plans and reports.
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Evidence: (Briefly document evidence, if any, that supports this area)

5c.4 : Report Writing	Standard #2 – Professional Knowledge Standard #3 - Colleagueship	Educator's reports do not demonstrate and understanding of the material.	Educator's reports provide basic information accurately but do not provide an analysis of the data in a useful way.	Reports are user friendly, grammatically correct, understandable; information is accurate and recommendations are appropriate and timely, effectively integrating all relevant information.	Educator's reports reflect in- depth analysis of findings.	-Testing reports
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Evidence: (Briefly document evidence, if any, that supports this area)

Colchester School District

Name:

Date:

(Special Education Department Teacher Summative Assessment Form, page 6)

5c.5: Communicating Results	Standard #2 – Professional Knowledge Standard #3 – Collegueship Standard #4 - Advocacy	Educator is unable to explain testing and assessment results at even the most basic level. Educator explains testing results in an insensitive manner and/or in a way that misinforms the parents and team.	Educator is able to explain basic concepts of testing results but has difficulty responding to additional questions that require more knowledge of measures; scoring or recommendations.	Educator explains testing results in a clear manner to parents and team members. Is able to respond to basic and commonly asked questions. Presents in a professional manner.	Educator demonstrates the ability to accurately explain testing results with ease and to respond knowledgably when parent and team members have questions about the testing data.	-Observation during meeting -Parent interview
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Evidence: (Briefly document evidence, if any, that supports this area)

Colchester School District

Name:

Date:

(Special Education Department Teacher Summative Assessment Form, page 7)

Special Education Department Components of Professional Practice Rubric						
Domain 5d Rubric: Supervision of Educational Assistants						
Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5d.1: Daily Management	Standard #2 – Professional Knowledge Standard #3 - Collegueship	Educator is unaware of what assistants are doing on a daily basis. Educator is unavailable and does not provide supervision. Educator does not display respectful interactions with assistants.	Educator knows assistants’ basic schedules and assignments but may not be aware on a daily basis about their activities. Can provide basic supervision but does not provide training.	Has a thorough knowledge of schedules and assignments. Is accessible, provides interactive modeling for assistants; meets regularly for supervision / training; has respectful interactions with assistants.	Educator demonstrates skill in developing schedules and assignments for assistants. Provides professional development opportunities on a regular basis.	-Assistant schedules -Observation of supervision meetings -Assistant interviews -Memos to assistants
Evidence: (Briefly document evidence, if any, that supports this area)						
5d.2 : Annual Performance Evaluations	Standard #2 – Professional Knowledge Standard #5 - Accountability	Does not participate in annual performance evaluation as requested.	Participates in annual performance evaluation but does not demonstrate an understanding of the evaluation process as requested.	Participates in annual performance evaluation as requested by administration.	Educator demonstrates knowledge of assistants’ performance and insight into strengths and areas in need of improvement. Is objective in observations and articulate in any written requirements.	-Assistant performance evaluation
Evidence: (Briefly document evidence, if any, that supports this area)						

Colchester School District

Name:

Date:

(Special Education Department Teacher Summative Assessment Form, page 8)

Special Education Department Components of Professional Practice Rubric						
Domain 5e Rubric: Consultation						
Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5e.1: Obtaining Consultation	Standard #2 – Professional Knowledge Standard #3 - Collegueship	Educator ignores request for consultation and / or does not follow-up for lack of knowledge or for lack of initiative. Does not independently recognize need for consultation.	Educator pursues requests for consultation but may have difficulty locating resources. Recognizes need for consultation and requests assistance in procuring.	Responsible to team requests; takes initiative to obtain needed consultation and is knowledgeable regarding resources.	Demonstrates skill in the utilization of a consultant or other resource to insure effective and efficient consultations.	-Meeting notes / minutes -Voluntary feedback from consultant -Observation of meetings -Letters / memos - Applicable courses
Evidence: (Briefly document evidence, if any, that supports this area)						
5e.2: Providing Consultation	Standard #2 – Professional Knowledge Standard #3 – Collegueship Standard #4 - Advocacy	Does not have the knowledge or skill to provide consultation or refuses to provide such support to relevant parties.	Educator responds to requests for consultation but may not have adequate knowledge or skill to be helpful without assistance.	Responsive to team requests; recognizes need for and initiates consultation, and provides in a collegial / respectful manner.	Educator is skillful in identifying needs for consultation prior to team requests and is viewed as an expert who will make every effort to obtain support s/he may not be able to provide.	-Meeting notes / minutes -Memos / letters -Voluntary feedback from colleague
Evidence: (Briefly document evidence, if any, that supports this area)						

Colchester School District

Name:

Date:

(Special Education Department Teacher Summative Assessment Form, page 9)

5e.3: Collaborating	Standard #2 – Professional Knowledge Standard #3 – Collegueship	Educator does not interact with team members or resources or is ineffective in those interactions.	Educator understands the need for collaboration but may require assistance in integration of information. Communication is sincere but may be lacking depth / expertise.	Effectively integrates input and information from the team and other resources.; effectively communicates (timely, professional, and relevant.)	Educator emerges as a leader on teams working to plan for students. Readily facilitates the synthesis of data and guides teams toward collaborative decision making.	-Observations of meetings -Meeting minutes / notes -IEPs / other paperwork
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Evidence: (Briefly document evidence, if any, that supports this area)

Colchester School District

Name:

Date:

(Special Education Department Teacher Summative Assessment Form, page 10)

Special Education Department Components of Professional Practice Rubric						
Domain 5f Rubric: Knowledge of and Skills Specific to Qualifying Disabilities						
Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
5f.1: Services , Goals, Objectives, Accommodations	Standard #2 – Professional Knowledge Standard #4 - Advocacy	IEPs do not reflect students accurately and / or are not relevant to disabilities.	IEPs are generally appropriate but there may be missing connections of disability to needs, services; progress and / or not clearly defined levels of performance.	IEP’s reflect students’ disabilities and unique education needs, levels of performance, services and anticipated progress.	IEP’s emerge as blueprints for each student, guiding mainstream teachers and specialist in providing FAPE for special education students.	-Student progress reports -Student / parent interview
Evidence: (Briefly document evidence, if any, that supports this area)						
5f.2 School Curriculum, State Standards for all Students	Standard #2 – Professional Knowledge Standard #5 - Accountability	Educator is not aware of or disregards school curriculum and state standards.	Educator has knowledge curriculum and state standards and refers to appropriate documents and eligibility decisions and IEP development.	Eligibility decisions and IEPs reflect individual school curriculum and/or appropriate levels of “state standards”.	Educator ensures that the teams consider school curriculum and state standards throughout the special education process and has extensive knowledge of both.	-IEPs -Evaluations Plans and reports -Observation of meetings
Evidence: (Briefly document evidence, if any, that supports this area)						

Colchester School District

Name:

Date:

(Special Education Department Teacher Summative Assessment Form, page 11)

5f.3: Evaluation Plans and Reports	Standard #2 – Professional Knowledge	Does not have an understanding of qualifying disabilities and/or their relationship to assessment measures, evaluator expertise, eligibility regulations.	Educator has some understanding of qualifying disabilities and knows how to increase that knowledge. May require significant advance preparations as each “new” disability is encountered in practice.	Has knowledge to identify when student may have a disability and need for evaluation. (Child Find); Frames and phrases questions to obtain desired information/data for evaluation plan. Demonstrates knowledge appropriate assessment tools and evaluator; Has ability to guide team through eligibility decision-making; Has ability to synthesize data/information obtained through evaluations; Demonstrates ability to make recommendations appropriate to disabilities	Educator has extensive knowledge regarding all qualifying disabilities and uses the regulations manual as a procedural guide. Has in-depth understanding of evaluation issues for qualifying disabilities and demonstrates expertise in helping teams make relevant evaluation, eligibility and recommendation decisions.	-Evaluation Plans and Reports -Observation of meetings -Applicable coursework
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Evidence: (Briefly document evidence, if any, that supports this area)

5f.4: Integrating Students, Advocating for Inclusion	Standard #2 – Professional Knowledge Standard #4 - Advocacy	Educator does not consider inclusion in decision-making process. Educator does not advocate for inclusion or offer support for inclusionary practices.	Educator plans for reintegration but may allow others to make inclusion decisions.	Educator ensures that the IEP clearly states student level of inclusion. Educator advocates for inclusion, offering support and recommendations for inclusion, based on the student needs and strengths.	Educator will lead the team through and analysis of the school’s ability to serve the student in the mainstream and provide researched recommendations for inclusionary practices specific to that student.	-IEPs -Student schedules -Meeting notes/minutes -Student/parent interview -Applicable coursework
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Evidence: (Briefly document evidence, if any, that supports this area)

Colchester School District

A discussion based on the teacher summative assessment took place. This form completes the summative assessment. The teacher’s signature represents that they received a copy and does not represent agreement

Teacher’s signature: _____ Date: _____

Administrator’s signature: _____ Date: _____

Nursing Staff Rubrics

Name:

Date:

Nursing Department Components of Professional Practice Rubric

Domain 6a Rubric: Planning and Preparation				
Component	Unsatisfactory	Basic	Proficient	Distinguished
6a.1: Demonstrating medical knowledge and skill in nursing techniques Nursing Supervisor	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.
6a.2: Demonstrating - knowledge of child and adolescent development Principal	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.
6a.3: Establishing goals for the nursing program appropriate to the setting and the students served Nursing Supervisor	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.
6a.4: Demonstrating knowledge of government, community, and district regulations and resources Principal	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.
6a.5: Planning the nursing program for both individuals and groups of students, integrated with the regular school program Nursing Supervisor	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.
6a.6: Developing a plan to evaluate the nursing program Nursing Supervisor	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.

Name:

Date:

Nursing Department Components of Professional Practice Rubric

Domain 6b Rubric: The Environment				
Component	Unsatisfactory	Basic	Proficient	Distinguished
6b.1: Creating an environment of respect and rapport Principal	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.
6b.2: Establishing a culture for health and wellness Principal	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.
6b.3: Following health protocols and procedures Nursing Supervisor	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.
6b.4: Supervising health associates Nursing Supervisor	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.
6b.5 Organizing physical space Nursing Supervisor	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.

Name:

Date:

Nursing Department Components of Professional Practice Rubric

Domain 6c Rubric: Delivery of Service				
Component	Unsatisfactory	Basic	Proficient	Distinguished
6c.1: Assessing student needs Nursing Supervisor	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.
6c.2: Administering medications to students Nursing Supervisor	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.
6c.3: Promoting wellness through classes or classroom presentations Principal	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.
6c.4: Managing emergency situations Nursing Supervisor	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.
6c.5: Demonstrating flexibility and responsiveness Nursing Supervisor	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.
6c.6: Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs Principal	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.

Name:

Date:

Nursing Department Components of Professional Practice Rubric

Domain 6d Rubric: Professional Responsibilities				
Component	Unsatisfactory	Basic	Proficient	Distinguished
6d.1: Reflecting on practice Nursing Supervisor	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.
6d.2: Maintaining health records in accordance with policy and submitting reports in a timely fashion Nursing Supervisor	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.
6d.3: Communicating with families Principal	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.
6d.4: Participating in a professional community Principal	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.
6d.5: Engaging in professional development Nursing Supervisor	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.
6d.6: Showing professionalism Principal	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.

Nurse Rubrics

Name:

Date:

Evidence Collection: Formal Observation Form: Domain Six

(To be completed by administrator and returned to nurse within two school days.)

DOMAIN 6a: Planning and Preparation	
6a. 1: Medical Knowledge and Skill in Nursing Techniques	6a. 2: Knowledge of Child and Adolescent Development
6a. 3: Establish Goals Appropriate to Setting and Students	6a. 4: Knowledge of Government, Community and District Regulations
6a. 5: Plan Nursing Program for Individuals and Groups of Students, Integrated with the Regular School Program	6a. 6: Develop Plan to Evaluate the Nursing Program
Domain 6b: School Nurses: The Environment	
6b. 1: An Environment of Respect and Rapport	6b. 2: Culture for Health and Wellness
6b. 3: Follows Health Protocols and Procedures	6b. 4: Supervising Health Associates

Domain 6b: School Nurses: The Environment (continued)

6b. 5: Organizes Physical Space

Domain 6c: Delivery of Service

6c. 1: Assessing Student Needs

6c. 2: Administering Medication to Students

6c. 3: Promotes Wellness Through Classes/Classroom Presentation

6c. 4: Manages Emergency Situations

6c. 5: Demonstrates Flexibility and Responsiveness

6c. 6: Collaborates/Develops with Teachers Specialized Educational Programs/Services for Students with Diverse Medical Needs

Domain 6d: Professional Responsibilities

6d. 1: Reflects on Practice

6d. 2: Maintains Health Records and Submits Reports in Timely Fashion in Accordance with District Policy

6d. 3: Communicates with Families

6d. 4: Participates in Professional Community

Domain 6d: Professional Responsibilities (continued)

6d. 5: Engages in Professional Development

6d. 6: Demonstrates Professionalism

Name:

Date:

Nursing Department Components of Professional Practice Rubric
Nursing Department Nurse Observation: Self-Assessment Form
 (To be completed by the nurse and sent to the administrator at least two days after observation.)

Nursing Department Components of Professional Practice Rubric				
Domain 6a Rubric: Planning and Preparation: Self-Assessment Form				
Component	Unsatisfactory	Basic	Proficient	Distinguished
6a.1: Demonstrating medical knowledge and skill in nursing techniques	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.
6a.2: Demonstrating - knowledge of child and adolescent development	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.
6a.3: Establishing goals for the nursing program appropriate to the setting and the students served	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.
6a.4: Demonstrating knowledge of government, community, and district regulations and resources	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.
6a.5: Planning the nursing program for both individuals and groups of students, integrated with the regular school program	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.
6a.6: Developing a plan to evaluate the nursing program	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.

Name:

Date:

(Self-Assessment Form, page 2)

Nursing Department Components of Professional Practice Rubric				
Domain 6b Rubric: The Environment: Self-Assessment Form				
Component	Unsatisfactory	Basic	Proficient	Distinguished
6b.1: Creating an environment of respect and rapport	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.
6b.2: Establishing a culture for health and wellness	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.
6b.3: Following health protocols and procedures	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.
6b.4: Supervising health associates	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.
6b.5 Organizing physical space	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.

Name:

Date:

(Self-Assessment Form, page 3)

Nursing Department Components of Professional Practice Rubric				
Domain 6c Rubric: Delivery of Service: Self-Assessment Form				
Component	Unsatisfactory	Basic	Proficient	Distinguished
6c.1: Assessing student needs	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.
6c.2: Administering medications to students	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.
6c.3: Promoting wellness through classes or classroom presentations	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.
6c.4: Managing emergency situations	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.
6c.5: Demonstrating flexibility and responsiveness	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.
6c.6: Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs	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.

Name:

Date:

(Self-Assessment Form, page 4)

Nursing Department Components of Professional Practice Rubric				
Domain 6d Rubric: Professional Responsibilities: Self-Assessment Form				
Component	Unsatisfactory	Basic	Proficient	Distinguished
6d.1: Reflecting on practice	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.
6d.2: Maintaining health records in accordance with policy and submitting reports in a timely fashion	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.
6d.3: Communicating with families	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.
6d.4: Participating in a professional community	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.
6d.5: Engaging in professional development	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.
6d.6: Showing professionalism	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.

Name:

Date:

Nursing Department Administrator Observation Assessment Form

(Components of agreement highlighted in yellow, components of difference completed at conference.)

Nursing Department Components of Professional Practice Rubric				
Domain 6a Rubric: Planning and Preparation				
Component	Unsatisfactory	Basic	Proficient	Distinguished
6a.1: Demonstrating medical knowledge and skill in nursing techniques	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.
6a.2: Demonstrating - knowledge of child and adolescent development	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.
6a.3: Establishing goals for the nursing program appropriate to the setting and the students served	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.
6a.4: Demonstrating knowledge of government, community, and district regulations and resources	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.
6a.5: Planning the nursing program for both individuals and groups of students, integrated with the regular school program	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.
6a.6: Developing a plan to evaluate the nursing program	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.

Name:

Date:

(Administrator Observation Assessment Form, page 2)

Nursing Department Components of Professional Practice Rubric				
Domain 6b Rubric: The Environment				
Component	Unsatisfactory	Basic	Proficient	Distinguished
6b.1: Creating an environment of respect and rapport	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.
6b.2: Establishing a culture for health and wellness	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.
6b.3: Following health protocols and procedures	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.
6b.4: Supervising health associates	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.
6b.5 Organizing physical space	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.

Name:

Date:

(Administrator Observation Assessment Form, page 3)

Nursing Department Components of Professional Practice Rubric				
Domain 6c Rubric: Delivery of Service				
Component	Unsatisfactory	Basic	Proficient	Distinguished
6c.1: Assessing student needs	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.
6c.2: Administering medications to students	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.
6c.3: Promoting wellness through classes or classroom presentations	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.
6c.4: Managing emergency situations	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.
6c.5: Demonstrating flexibility and responsiveness	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.
6c.6: Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs	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.

Name:

Date:

(Administrator Observation Assessment Form, page 4)

Nursing Department Components of Professional Practice Rubric				
Domain 6d Rubric: Professional Responsibilities				
Component	Unsatisfactory	Basic	Proficient	Distinguished
6d.1: Reflecting on practice	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.
6d.2: Maintaining health records in accordance with policy and submitting reports in a timely fashion	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.
6d.3: Communicating with families	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.
6d.4: Participating in a professional community	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.
6d.5: Engaging in professional development	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.
6d.6: Showing professionalism	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.

A discussion based on the four Rubrics and their Components took place. This form completes the formal observation and the nurse's signature represents that they received a copy and does not represent agreement.

Nurse's signature: _____ Date: _____

Administrator's signature: _____ Date: _____

Nurse Rubrics

Name: _____

Date: _____

Evidence Collection: Informal Observation Form

(To be completed by Administrator during unannounced observation of short duration [up to 20 minutes]).
A copy is given to the nurse within two school days of the observation.

<p>Rubric 6a: Planning and Preparation</p> <p>Demonstrates medical knowledge of nursing techniques, child development; nursing program goals, knowledge of regulations and resources; plan the nursing program, evaluate nursing program</p>	<p>Rubric 6b: Environment</p> <p>Respect/rapport, Culture of health/wellness, health protocol procedures, supervise health associates, organize physical space</p>
<p>Rubric 6c: Delivery of Services</p> <p>Assess student needs, medications, promote wellness, manage emergency situations, flexibility and responsiveness, develop individualized program</p>	<p>Rubric 6d: Professional Responsibilities</p> <p>Reflect on practice, maintain health records, communicate with families, participate in professional community, engage in professional development, demonstrate professionalism</p>

Name of teacher: _____ Name of observer/date: _____

Conference requested (if checked)

Name:

Date:

Nursing Department Components of Professional Practice Rubric Nurse Summative Assessment Form

(To be completed by the nurse and administrator based on cumulative evidence.)

Domain 6a Rubric: Planning and Preparation				
Component	Unsatisfactory	Basic	Proficient	Distinguished
6a.1: Demonstrating medical knowledge and skill in nursing techniques	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.
Evidence: (Briefly document evidence, if any, that supports this area)				
6a.2: Demonstrating - knowledge of child and adolescent development	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.
Evidence: (Briefly document evidence, if any, that supports this area)				
6a.3: Establishing goals for the nursing program appropriate to the setting and the students served	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.
Evidence: (Briefly document evidence, if any, that supports this area)				

Name:

Date:

(Nurse Summative Assessment Form, page 2)

Nursing Department Components of Professional Practice Rubric				
Domain 6a Rubric: Planning and Preparation				
Component	Unsatisfactory	Basic	Proficient	Distinguished
6a.4: Demonstrating knowledge of government, community, and district regulations and resources	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.
Evidence: (Briefly document evidence, if any, that supports this area)				
6a.5: Planning the nursing program for both individuals and groups of students, integrated with the regular school program	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.
Evidence: (Briefly document evidence, if any, that supports this area)				
6a.6: Developing a plan to evaluate the nursing program	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.
Evidence: (Briefly document evidence, if any, that supports this area)				

Name:

Date:

(Nurse Summative Assessment Form, page 3)

Nursing Department Components of Professional Practice Rubric				
Domain 6b Rubric: The Environment				
Component	Unsatisfactory	Basic	Proficient	Distinguished
6b.1: Creating an environment of respect and rapport	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.
Evidence: (Briefly document evidence, if any, that supports this area)				
6b.2: Establishing a culture for health and wellness	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.
Evidence: (Briefly document evidence, if any, that supports this area)				
6b.3: Following health protocols and procedures	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.
Evidence: (Briefly document evidence, if any, that supports this area)				
6b.4: Supervising health associates	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.
Evidence: (Briefly document evidence, if any, that supports this area)				

Name:

Date:

(Nurse Summative Assessment Form, page 4)

Nursing Department Components of Professional Practice Rubric				
Domain 6b Rubric: The Environment				
Component	Unsatisfactory	Basic	Proficient	Distinguished
6b.5 Organizing physical space	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.
Evidence: (Briefly document evidence, if any, that supports this area)				

Name:

Date:

(Nurse Summative Assessment Form, page 5)

Nursing Department Components of Professional Practice Rubric				
Domain 6c Rubric: Delivery of Service				
Component	Unsatisfactory	Basic	Proficient	Distinguished
6c.1: Assessing student needs	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.
Evidence: (Briefly document evidence, if any, that supports this area)				
6c.2: Administering medications to students	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.
Evidence: (Briefly document evidence, if any, that supports this area)				
6c.3: Promoting wellness through classes or classroom presentations	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.
Evidence: (Briefly document evidence, if any, that supports this area)				
6c.3: Promoting wellness through classes or classroom presentations	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.
Evidence: (Briefly document evidence, if any, that supports this area)				

Name:

Date:

(Nurse Summative Assessment Form, page 6)

Nursing Department Components of Professional Practice Rubric				
Domain 6c Rubric: Delivery of Service				
Component	Unsatisfactory	Basic	Proficient	Distinguished
6c.4: Managing emergency situations	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.
Evidence: (Briefly document evidence, if any, that supports this area)				
6c.5: Demonstrating flexibility and responsiveness	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.
Evidence: (Briefly document evidence, if any, that supports this area)				
6c.6: Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs	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.
Evidence: (Briefly document evidence, if any, that supports this area)				

Name:

Date:

(Nurse Summative Assessment Form, page 7)

Nursing Department Components of Professional Practice Rubric				
Domain 6d Rubric: Professional Responsibilities				
Component	Unsatisfactory	Basic	Proficient	Distinguished
6d.1: Reflecting on practice	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.
Evidence: (Briefly document evidence, if any, that supports this area)				
6d.2: Maintaining health records in accordance with policy and submitting reports in a timely fashion	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.
Evidence: (Briefly document evidence, if any, that supports this area)				
6d.3: Communicating with families	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.
Evidence: (Briefly document evidence, if any, that supports this area)				

Name:

Date:

(Nurse Summative Assessment Form, page 8)

Nursing Department Components of Professional Practice Rubric				
Domain 6d Rubric: Professional Responsibilities				
Component	Unsatisfactory	Basic	Proficient	Distinguished
6d.4: Participating in a professional community	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.
Evidence: (Briefly document evidence, if any, that supports this area)				
6d.5: Engaging in professional development	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.
Evidence: (Briefly document evidence, if any, that supports this area)				
6d.6: Showing professionalism	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.
Evidence: (Briefly document evidence, if any, that supports this area)				

A discussion based on the nurse summative assessment took place. This form completes the summative assessment. The nurse's signature represents that they received a copy and does not represent agreement.

Nurse's signature: _____ Date: _____

Administrator's signature: _____ Date: _____

Credits

Danielson, Charlotte (2007). *Enhancing Professional Practice A Framework for Teaching*. Alexandria, VA: Association for Capitol Supervision and Capitol Curriculum Development.

Differentiated Supervision and Evaluation Plan Domain 5: Special Education was developed by the 2004 – 2005 Orange North Supervisory Union Special Education Team, Orange North Supervisory Union, 111 Brush Hill Road, Williamstown, VT 05679. Jen Berry, Special Educator; Priscilla Bouchard, Special Educator; Lisa Campbell, EEE Teacher; Tracy Choquette, SLP; Amy Glazier, Special Educator; Janet Hammond, SLP; Emily Kittridge, Special Educator; Carol Manahan, Special Educator; Ron Morissette, Special Educator; Jil Pomerantz, SLP; Karen Woolsey, Director of Special Services.