

Marion County Instructional Evaluation System

Philosophy

Educating others is a complex task that is both physically and emotionally demanding. Education, according to Danielson (2007) is a thinking person's job. Individuals who enter the education profession, whether as a teacher or administrator, do so with the full knowledge that the work extends beyond the day and that each day will bring new and more difficult challenges; added to this already stressful mix is the critical task of providing educational experiences to students that help to develop them socially and emotionally and provide the instruction necessary to insure proficiency in content area standards and skills.

In this age of accountability, through governmental controls, legislative regulation, community expectations, and parental demands, the stakes are higher for students, teachers, and administrators to meet high standards of learning and instruction. The United States Department of Education (2010) released the underlying beliefs of educational reform and focus in *A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act*. The primary tenet of this report is the charge to states and districts to develop and implement teacher and administrator evaluation systems which identify effective and highly effective teachers on the basis of research based teaching practices but, more importantly, on the basis of student growth in measurable learning gains (US Department of Education, 2010).

Based on mandates and legislation, and founded on current educational research surrounding instruction, Marion County has adopted and developed a comprehensive instructional evaluation system based on the model developed by Charlotte Danielson and described in detail in her book, *Enhancing Professional Practice: A Framework for Teaching* (2007). The Marion County Instructional Evaluation System (MCIES) for teachers and instructional personnel is structured on the premise that a teacher's effectiveness must be measured in part (50%) by evidence of research based teaching practices and in part (50%) by the evidence provided in assessment data of the growth, proficiency, and skill attainment of the students the professional educator instructs.

In **teaching practices**, the MCIES is broken down into 4 domains: (1) Planning and Preparation, (2) The Classroom Environment, (3) Instruction, and (4) Professional Responsibilities. Each domain is broken down further into observable components that describe critical attributes of teaching behavior. These behaviors are described in the MCIES Rubrics under 4 levels of teacher effectiveness: Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory. Formative observation evidence is gathered throughout the year and collected for the summative evaluation rating for each educator. The teaching practices aggregated data comprises 50% of the final instructional evaluation.

In **student growth data**, the MCIES utilizes both district assessments, common end of course exams, and the State growth model (VAM) with FCAT data. VAM calculation data accounts for a minimum of 40% in each evaluation. Growth data comprises 50% of the final instructional evaluation.

References

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: ASCD.

United States Department of Education. (2010). *A blueprint for reform: The reauthorization of the elementary and secondary education act*. Alexandria, VA: Education Publications Center.

**Marion County Instructional Evaluation System
Policies and Procedures**

The Marion County Instructional Evaluation System (MCIES) gathers evidence on teacher performance for the purpose of prescribing professional development, forming goals for performance, and assigning a summative rating for each teacher/instructional unit based on the evidence collected at the end of the school year. The System measures instructional personnel in two ways: 1) 50% of the rating is based on teacher behaviors in four (4) domains and is supported by the work and research of Charlotte Danielson as described in *A Framework for Teaching.*, and 2) 50% of the rating is based on student growth measures as defined by the State of Florida DOE and the district.

The MCIES applies to all instructional employees. All forms in the system are to be used for all employees, regardless of instructional category. Rubrics are created/or are planned to be created for categories of employees as follows:

Employment Category	Rubric	Existing or Planned	Timeline for Completion
Classroom Teacher	MCIES Teacher	Existing	Completed
School Counselor	MCIES Guidance	Existing	Completed
School Psychologist	MCIES School Psychologist	Existing	Completed
Media Specialist	MCIES Media Specialist	Existing	Completed
Reading Coach, Math Coach, Science Coach Curriculum/Academic Coach, Program Specialist, Instructional Support, Dean, quasi-leadership NON classroom roles	MCIES Instructional Specialist	Existing	Completed
ESE Self-Contained Teacher	MCIES ESE Teacher	Planned	Summer, 2012
Social Worker	MCIES Social Worker	Planned	Summer, 2012
Technical Ed Teacher/Work Program Supervisor	MCIES Tech Ed	Planned	Summer, 2012
Staffing Specialist	MCIES Staffing Specialist	Planned	Summer, 2012
Behavior Specialist	MCIES Behavior Specialist	Planned	Summer, 2012
Athletic Trainer	MCIES Trainer	Planned	Summer, 2012

EVALUATORS:

Only trained and certified evaluators are authorized to observe and evaluate instructional personnel. Evaluators include: Principals, Assistant Principals, School-based Coordinators, and District administrators. Primary evaluators are school based administrators given evaluation authority by Statute and with supervisory responsibility for the employee being evaluated.

Secondary evaluators are trained and available to provide support to school administrators as needed. All evaluators will be certified in the 3 day training process outlined below.

Evaluator performance and consistency of results will be monitored by the District Executive Directors for School Evaluation and Development. Consistency of results will be insured through regular PLC sessions, video observations and collaborative calibration, and feedback conferences with the Executive Directors for School Development and Evaluation.

TRAINING:

All administrators who evaluate must complete 3 days of training; training will be offered annually to include newly appointed administrators and to provide re-fresher training. Training for evaluators in order to become certified consists of:

Phase 1: 3 day trainings series

Day 1: Philosophical overview, foundational beliefs of the system, core goals

Day 2: Rubrics, detailed understanding and examples, practice

Day 3: System logistics (time and number of observations), technology, forms

Phase 2: 1 hour per month PLC

Topics/Content:

1. Book Study: *A Framework for Teaching*, Danielson
2. Inter-rater reliability, problems with rubric and forms, system review and revision, practice with rubrics using teacher videos, revisit core goals and foundational beliefs

Phase 3: Enhancement/Enrichment 2 day series

Day 1: Revisions to systems, problem solving, inter-rater reliability practice

Day 2: Data collection, reports, trends, using data to impact quality teaching

SYSTEM INSTRUMENTS:

The MCIES has a number of forms to assist in the collection of teacher performance data. Some of these are designed to assist the evaluator and are voluntary. Others are required. Below is a listing of forms, their use, and whether they are required or voluntary.

Form	Purpose	Required/Voluntary
Planning Conference Form	Conversation regarding what is planned and what expectation the teacher and/or administrator has	Required
Reflection Conference Form	Feedback conversation regarding observation in order to highlight positives and recommend alternative strategies and/or professional development	Required
Rubric	To provide definition for the teacher behaviors desired in each domain and each ranking	Required
Rubric as observation checklist	To use as a blank template for collecting evidence in each observation	Voluntary
Rubric as Self-assessment	For the teacher to use to assess their strengths and weaknesses relative to the desired teacher behaviors	Required for Category 3 teachers Voluntary for teachers in other categories
Electronic Observation Tool	To collect evidence of observations and walk-throughs	Required
Evaluation Form-Mid-term and Summative	To combine the evidence collected in observations and determine the mid-term and/or final ranking for domains 1-4	Required

DETAILED DESCRIPTION OF FORMS:

Formal Observation(s)	
Planning Conference	Planning Form Electronic teacher evidence data system
Notes from the Observation	Electronic teacher evidence data system

Sorted Evidence Form	Electronic teacher evidence data system (This will include a blank rubric which is populated with the critical attributes marked during the observation on the electronic checklist.) The rubric, when populated, is the written feedback provided to the teacher and is the Teacher Behavior Evidence Form.
Reflection Conference	Reflection Form Electronic teacher evidence data system (This will include a checklist of the components for Domain 4.)
Framework for Teaching	Rubrics for all 4 Domains that contain the components, and critical attributes.
Other	
Informal Observation (s)	
Notes from the Observation	Electronic teacher evidence data system
Sorted Evidence Form	Electronic teacher evidence data system (This will include a blank rubric which is populated with the critical attributes marked during the observation on the electronic checklist.) The rubric, when populated, is the written feedback provided to the teacher and is the Teacher Behavior Evidence Form.
Framework for Teaching	Rubrics for all Domains 2 and 3 that contain the components, and critical attributes.
Other	
Self-Assessment	
Framework for Teaching	Rubrics for all 4 Domains that contain the components and elements.
Other	Self-Assessment Teacher Form based on the rubrics for Framework for Teaching
Walkthroughs	
Framework for Teaching	Rubrics for all Domains 2 and 3 that contain the components, and critical attributes.
Other	Electronic teacher evidence data system (This will include a blank rubric which is populated with the critical attributes marked during the observation on the electronic checklist.) The rubric, when populated, is the written feedback provided to the teacher and is the Teacher Behavior Evidence Form.
Annual	
Other	Summative Evaluation Form (Includes weights of domain as well as student growth data) IPDP (Individual Professional Development Plan)

OBSERVATION PROTOCOL AND EVALUATION COMPONENTS:

Status	Formal Observations	Informal Observations	Walkthroughs
<u>Category 1*</u> Beginning Teachers or experienced Teachers new to the district	3	2	4 (1 per quarter minimum)
<u>Category 2</u> Teachers (Year 2 and 3 Annual Contract)	1	2	4 (1 per quarter minimum)
<u>Category III</u> Teachers (4 or more years of service)	1	1	4 (1 per quarter minimum)
<u>Category IV</u> Struggling Teacher	3	2	4 (1 per quarter minimum)

*Category 1 teachers receive a mid-term and a summative evaluation

Implementation Schedule:

Year 1 (2011-2012): Table as shown above

Year 2 (2012-2013): Add additional Walkthroughs for a total of 8

The components in the above chart are applicable to all instructional personnel who fall into the defined categories. Evaluators, as defined in this document, will all utilize the schedule, timeline, and observation instruments included in the plan.

INSTRUCTIONAL PERSONNEL CATEGORIES:

Instructional personnel are assigned to categories based on the level of support that will be provided to them in the form of observations and feedback. Personnel with fewer years of experience will receive more support. Teachers in Category 1 are those new to the profession or new to the district. Individuals in this category will receive two (2) evaluations, a mid-term evaluation in December and a final summative evaluation in June. Individuals may be assigned to category 4 based on the results of the formal observation and subsequent informal or walkthroughs. This assignment is not an evaluation category, rather a category that offers additional support to the teacher in terms of feedback from the administrator and professional development or mentoring opportunities, depending on the need. Mentors, if needed, are provided through a peer at the school or through the coaches employed in the Staff Development and/or Curriculum departments. Assignment to category 4 may also occur as a result of reaching step 2 in the negotiated progressive discipline system. The intent of assignment to category 4 is to provide the assistance needed to improve practice and move the individual out of that category.

OBSERVATION PROTOCOL:

The evaluation process is comprised of multiple types of observations as defined below:

Formal observations: These are required as the first observation for all categories of teachers. Formal observations will assess all 4 domains of the Teacher Performance Rubric utilizing the electronic version of the rubric to indicate behaviors observed in the appropriate rating category. Completed observation documents should be electronically linked to the teacher performance system housed in Performance Matters and made available to the teacher no later than 2 days following the observation.

Formal observations are to be used to assist teachers in categories 1, 2, and 4 to develop appropriate Individual Professional Development Plan (IPDP) goals and to identify the domains and elements to focus on for the next observation(s).

Formal observations are a minimum of 50 minutes or an entire lesson, and are announced to the instructional personnel with a minimum of a time range of a week during which the observation will occur. Formal observations require a planning conference and a reflection conference between the teacher and the observing administrator.

Informal observations: These observations are required for all categories of teachers in varying number which may gather evidence of selected domains identified in the formal observation, or may observe all 4 domains included in the Teacher Performance Rubric. The informal observation will utilize the electronic version of the rubric to indicate behaviors observed in the appropriate rating category. Completed observation documents should be electronically linked to the teacher performance system housed in Performance Matters and made available to the teacher no later than 2 days following the observation.

Informal observations are a minimum of 20 minutes and are unannounced to the instructional personnel. These observations are used to collect evidence to assist teachers in improving their craft, enhancing skills, recommending professional development, modifying the IPDP, and documenting proficiency in the teacher performances as described in the rubric. Informal observations do not require a planning conference or reflection conference, although the latter is highly suggested for effective feedback.

Walkthroughs: These unannounced observations are designed to look for a general trend or environment in the classroom and consist of approximately 3-5 minutes focusing on one or more elements within a domain. The walkthrough will utilize the electronic version of the rubric to indicate behaviors observed in the appropriate rating category and the element being observed. Completed walkthrough documents should be electronically linked to the teacher performance system housed in Performance Matters and made available to the teacher no later than 2 days following the observation. Data collected in walkthroughs should be used to identify trends in instruction within the school, the department, the grade level, the content, or the specific teacher's classroom. Walkthrough data may also be accessed on a school or district level to assist in determining appropriate professional development opportunities. Walkthroughs do not require a planning conference or reflection conference.

DISTRICT PROCEDURES FOR VARIOUS TYPES OF CLASSROOM VISITS

Formal	Informal	Walkthroughs
<ul style="list-style-type: none"> • Class period or complete lesson (minimum of 50 minutes) • Planning Conference (Pre-Observation) • Reflection Conference (Post-Observation) • Results used for annual evaluation • Documented feedback provided to teacher • Performed by certified Principal or Assistant Principal evaluator, or certified District or Peer evaluator • Announced 	<ul style="list-style-type: none"> • Partial class period or lesson (minimum of 20 minutes) • Results used for annual evaluation unless conducted by peer evaluator/mentor • Electronic feedback provided to teacher • Unannounced 	<ul style="list-style-type: none"> • 3 – 5 minutes • Walkthrough is not scheduled: teacher is not informed • Results used for annual evaluation unless conducted by peer evaluator/mentor • Electronic feedback provided to teacher • Unannounced

ROLE OF OBSERVERS AND INSTRUCTIONAL EMPLOYEES:

Formal Observation	Observer	Employee
Planning Conference	To support and guide the teacher in planning and preparation	To provide evidence regarding their skills in planning and aligning their lessons to district standards and curricula
Observation (Formal and Informal)	To use defined rubric to gather evidence of teacher behaviors	To implement the designed lesson as planned and discussed in the Planning Conference
Reflection Conference	To provide a climate and experience that enables the teacher and the observer to reflect upon the lesson and to determine next steps	To reflect upon the impact that the lesson had on student learning
Electronic/Documented Feedback	To provide objective, actionable and timely feedback accordingly as described in the district procedures	To reflect upon, engage in dialogue with observers and to take appropriate action

RECOMMENDED TIMELINE FOR OBSERVATIONS:

Month	Category I Teachers	Category II Teachers	Category III Teachers	Category IV Teachers
Deadlines are at the END of the month listed for all EXCEPT IPDP				
AUGUST				
SEPTEMBER	Formal Observation			Formal Observation
OCTOBER		Formal Observation	Self-Assessment	
IPDP Due	October 31	October 31	October 31	October 31
NOVEMBER	Formal Observation		Formal Observation	Formal Observation
DECEMBER	Mid-term Evaluation*			
JANUARY	Informal Observation			Informal Observation
FEBRUARY		Informal Observation	Informal Observation	
MARCH	Formal Observation			Formal Observation
APRIL		Informal Observation		
MAY	Informal Observation			Informal Observation
JUNE	Summative Conference	Summative Conference	Summative Conference	Summative Conference

*Category 1 personnel will receive a mid-term and a summative evaluation

TEACHER PERFORMANCE RUBRICS:

Rubrics based on the research and model developed by Charlotte Danielson have been created that clearly describe the desired teacher/instructional behaviors in each domain and in each element of that domain. Rubrics have been created for various categories of instructional personnel. This rubric is the only definition to be used in rating teacher/instructional behaviors observed for the purpose of evaluation. Administrators will use this rubric in guiding the planning conference, assessing the observed behaviors, prescribing professional development, conducting the reflection conference, and reviewing the IPDP.

Instructional personnel will use the rubrics to assist in defining the effective practices in contemporary research and the Florida Educator Accomplished Practices for instruction that leads to student achievement. The appropriate rubrics should also be used to support the creation and implementation of the IPDP and the selection of professional development opportunities.

RATING DESCRIPTIONS:

Instructional personnel are rated in 4 distinctly different categories for instructional performance according to the descriptions on the rubric(s). These categories are:

Highly Effective, Effective, Developing/Needs Improvement, and Unsatisfactory as described on the rubric(s) for instructional performance.

Teachers classified as Category 1 (first year) and Category 2 (early career) instructional personnel are rated using a Developing level rather than Needs Improvement as it is the underlying philosophy of the evaluation system that with support, these instructional personnel will develop to Effective practice.

SOURCES OF EVIDENCE FOR DOCUMENTATION OF PERFORMANCE:

Domain 1: Planning and Preparation	Domain 2: Classroom Environment
<ul style="list-style-type: none"> • Planning Conference Form • Reflection Conference Form • Lesson Plans that include: <ul style="list-style-type: none"> ○ clear connection to standards and curriculum map ○ modification of instruction based on assessments ○ modification of instruction for special needs students • Long Range Instructional Plan 	<ul style="list-style-type: none"> • Formal Observation • Informal Observation • Walkthroughs • Self-Assessment Form • Artifacts
Domain 3: Instruction	Domain 4: Professional Responsibilities
<ul style="list-style-type: none"> • Formal Observation • Informal Observation • Walkthroughs • Self-Assessment Form • Artifacts 	<ul style="list-style-type: none"> • Lesson Study • Participation in School Activities • Artifacts of Reflection • Reflection Conference Form • Professional Learning Communities • Attendance • MIP Rosters/PD Transcripts • Grade Book/Performance Matters data

MID-TERM AND SUMMATIVE EVALUATION CALCULATIONS AND INSTRUMENT:

Mid-term (Category 1 only) and Final evaluations will consist of a rating based on the collection of evidence in the 4 Instructional Practice domains; this will be 50% of the final evaluation rating. The final evaluation instrument is an electronic instrument that automatically adds evidence collected and assigns a rating based on percentage weight of each domain. The four domains are weighted according to District determined impact to quality practice, student achievement, and growth. Domains 1, 2, and 4 are weighted at 20% of the final Instructional Practice rating and Domain 3 is weighted at 40% of the final Instructional Practice rating.

The evaluation will also consist of a rating based on student achievement/growth which is aligned with the State model for student growth being developed for use in 2011-2012. This portion of the evaluation will be 50% of the final evaluation rating. This calculation will be based on the State VAM score provided to the district. This rating will be automatically calculated on the electronic form and will be added to the rating earned in the performance segment for a final evaluation rating.

All mid-term and final evaluations are to be signed by the administrator and employee and must be submitted to Employment Services as soon after assessment scores are received and calculated as possible, but no later than the first instructional contract day in the subsequent year.

ADDITIONAL METRIC EVALUATION ELEMENT:

The Individual Professional Development Plan (IPDP) is used as an additional metric in the evaluation system for all categories of instructional employees. The IPDP should be developed based on the first formal observation in conjunction with the observing administrator or after the self-assessment of performance against the appropriate rubric.

MILESTONE EVENTS:

The evaluation system currently has no milestone events which impact movement in the system.

SPECIAL PROCEDURES AND RUBRICS

While all instructional employees will use the same timeline, instructional categories 1-4, and instruments, some instructional categories require special rubrics as described earlier in this document. Formal, informal, and walkthrough observations will be consistent among all categories; however, the observation may change based on the work of the individual. The Marion County Instructional Evaluation Committee (MCIEC), a group comprised of key stakeholders representing district, administrative, and instruction areas identified employees within the instructional unit that do not provide classroom instruction as a regular and major component of their job responsibilities. As a result of the committee's work, possible activities

were identified that may be observed to count for the required observations. These are listed for the special categories of instructional personnel below.

Instructional Category	Activities to be used for FORMAL observations	Activities to be used for INFORMAL observations	Activities to be used for WALKTHROUGH observations	Student Achievement Measure
School Counselor	Whole class instruction, small group, staffing, teacher referral meeting, other observation of delivery of services	Part of any formal, structured conversation with employee providing appropriate evidence of work	Short observation of any regular delivery of service including but not limited to activities listed under formal and informal	As defined by State model for FCAT and District measure
Media Specialist	Whole class instruction, small group guided instruction, supervising a special program, read aloud, directing students on special projects, teacher professional development activities, other observation of delivery of services	Part of any formal, structured conversation with employee providing appropriate evidence of work	Short observation of any regular delivery of service including but not limited to activities listed under formal and informal	As defined by State model for FCAT and District measure
Instructional Support Personnel (Academic Coaches, Deans, Vocational Program Assistant, Instructional support roles)	Facilitating professional development, conducting meetings, supervising special programs, modeling lessons, one-on-one coaching, small or large group lessons, other observation of delivery of services	Part of any formal, structured conversation with employee providing appropriate evidence of work	Short observation of any regular delivery of service including but not limited to activities listed under formal and informal	As defined by State model for FCAT and District measure

Social Worker	Conducting meetings, facilitating professional development, conducting staffing and referral meetings. One-on-one interaction with students, parents, or teachers, other observation of delivery of services	Part of any formal, structured conversation with employee providing appropriate evidence of work	Short observation of any regular delivery of service including but not limited to activities listed under formal and informal	As defined by State model for FCAT and District measure
Work Program Supervisor	Whole or small group instruction, conducting meetings with students, parents, teachers, and employers, other observation of delivery of services	Part of any formal, structured conversation with employee providing appropriate evidence of work	Short observation of any regular delivery of service including but not limited to activities listed under formal and informal	As defined by State model for FCAT and District measure
Staffing Specialist	Conducting meetings, facilitating professional development, conducting staffing and referral meetings, one-on-one interaction with students, parents, or teachers, other observation of delivery of services	Part of any formal, structured conversation with employee providing appropriate evidence of work	Short observation of any regular delivery of service including but not limited to activities listed under formal and informal	As defined by State model for FCAT and District measure
Athletic Trainer	One-on-one interaction with students, parents, or teachers, other observation of delivery of services	Part of any formal, structured conversation with employee providing appropriate evidence of work	Short observation of any regular delivery of service including but not limited to activities listed under formal and informal	As defined by State model for FCAT and District measure

TEACHER FEEDBACK FOR CONTINUOUS PROFESSIONAL IMPROVEMENT:

<p>How information from the observations and evaluation system is given in feedback to teachers for the purpose of individual professional improvement</p>	<ul style="list-style-type: none"> • Electronic post-observation documents • Trend data reports from walkthroughs • Administrator conferences (formal or informal) • Reflection conference • IPDP reviews and modifications • Self -assessments
<p>Timeline for gathering evaluation result data</p>	<p>July</p> <ul style="list-style-type: none"> • Collect previous year data • Disaggregate evaluation data • Create reports in electronic evaluation • Create district Professional Development Catalog for the upcoming school year based on data <p>August</p> <ul style="list-style-type: none"> • Prepare results for dissemination <p>September</p> <ul style="list-style-type: none"> • Enter formal observation or self-assessment data into electronic evaluation data base <p>September – October</p> <ul style="list-style-type: none"> • Review data and past year evaluation (if available) for creation of current year IPDP <p>October</p> <ul style="list-style-type: none"> • Create IPDP <p>October – May</p> <ul style="list-style-type: none"> • Engage in on-going observations with feedback • Participate in selected professional development opportunities
<p>District use of evaluation data</p>	<ul style="list-style-type: none"> • Collect school, grade level, and content trend data for planning professional development offerings • Correlate evaluation results with goals in SIP and FCAT results to determine success of professional development offered and to plan subsequent professional development needed • Collect data to report to State and for State Staff Development Protocol Review

Framework for Teaching Glossary

Term	Description
Closure	The culminating conversation or activity around a particular teaching event.
Common Language	<p>A transparent way to talk about instruction that is shared by everyone. It is a well-articulated knowledge base that describes the complexity of teaching and describes key strategies revealed by the research to have a high probability of impacting student learning. It should also describe the instructional context for appropriate use of instructional strategies to have the highest probability for raising student learning. The common language represents what a school or district defines as effective instruction.</p> <p>A common language enables teachers to engage in decision making, professional conversations and growth aimed at improving student achievement.</p> <p>For administrators, a common language provides the means to offer focused formative and summative feedback. It supports administrators in making decisions regarding hiring and selection of teachers, the induction of new teachers, professional development, coaching and support for struggling teachers as well as opportunities to develop career ladders for teachers. A common language is a key improvement strategy that provides the context for aligning all instructional programs.</p>
Component	An identified aspect of teaching within one of the four domains of teaching.
Contemporary Research	Recent research conducted within the last five to seven years.
Content	Information specific to a particular discipline—to include concepts, principles, relationships, methods of inquiry, and outstanding issues.
Domain	One of four broad areas in which teachers execute professional roles.
Effective	Level of performance that shows that the teacher has thorough knowledge of the concepts underlying the component. Students are engaged in learning. This level of performance represents successful, professional, and effective teaching. Teachers at this level have mastered the work of teaching while working to continually improve their practice.
Element	An Identified feature of a component of the four domains of teaching.
Evidence	Factual representation of something seen or heard in a classroom visitation.
FEAPs	<p>Florida Educator Accomplished Practices embody 3 essential principles:</p> <ol style="list-style-type: none"> 1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement. 2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught. 3. The effective educator exemplifies the standards of the profession. There are 6 accomplished practices: 1. Quality Instruction 2. The Learning Environment 3. Instructional Delivery and Facilitation 4. Assessment 5. Continuous Improvement, Responsibility and Ethics 6. Professional Responsibility and Ethical Conduct
Feedback	Information shared relevant to something observed in the context of learning.
Flexibility	Adjustment(s) made that are responsive to a specific situation.

Term	Description
Formative Assessment	Information that identifies steps needed to achieve a desired outcome.
Formal Observation	The formal observation is the primary method for collecting evidence that will be used as a source of data for the summative evaluation and provides a rich source of feedback to teachers regarding their instructional practice and professional growth. It is not the summative evaluation. The formal observation consists of an observation for a full class period or lesson (minimum of 50 minutes) as deemed appropriate for various levels (early childhood, primary, intermediate, middle and secondary school). The formal observation includes a planning and reflection conference with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision making process and help administrators clarify expectations. Both the planning conference and the reflection conference should be scheduled at the same time that the observation is scheduled and should be conducted in a timely manner (1-5 days preceding and following the observation).
Highly Effective	Level of performance that shows that the teacher has mastered all the underlying concepts of each component for the domain and the classroom functions as a community of learners with students assuming responsibility for their learning.
Informal Observation	The informal observation can be announced or unannounced and will last a minimum of 20 minutes. There is no planning or reflection conference. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual evaluation process. While planning and reflection conferences are not required, observers should provide timely and actionable feedback to teachers regarding these observations. This information will also be used as a source of data for the summative evaluation.
Instructional Purpose	Reason/rationale for a particular learning event.
Levels of Performance	Continuum of descriptive steps toward the development of expertise.
Modifications	Alterations made to clarify and achieve successful learning outcomes.
Monitoring	Checking for understanding of learning outcomes.
Needs Improving/ Developing	Level of performance that shows that the teacher understands the concepts underlying the component and attempts to implement the elements. However, the implementation is sporadic, intermittent, or otherwise not entirely successful.
Planning (Pre)Conference	The planning or pre-conference provides an opportunity for the teacher and the administrator to talk about the lesson prior to the formal announced observation. During this time, the teacher and observer use the planning conference form as a means to discuss the lesson, engage in collaborative decision making, clarify expectations and identify areas where specific feedback will be provided.
Reflection	Thoughtful analysis and processing of a teaching event.
Reflection (Post) Conference	The reflection or post-conference provides an opportunity for the teacher and the administrator to reflect about the lesson, clarify expectations and plan forward using the reflection (post)conference form as a guide for reflection and feedback.
Resources	Means within and beyond the classroom that facilitate learning.
Responsiveness	Reacting to situations within and beyond the classroom that further learning opportunities.
Strategy	A plan or approach for framing learning activities.

Term	Description
Student Evidence	Specific observable behaviors that students engage in response to the teacher's use of particular instructional strategies.
Summative Assessment	Evaluation of teaching and learning at a given point in time.
Teacher Evidence	Specific observable behaviors that teachers engage in when using a particular instructional strategy.
Technique	Method or procedure for presenting instruction in order to make connections for learners.
Unsatisfactory	Level of performance that shows that the teacher does not understand the concepts underlying the component. Represents teaching that is below the licensing standard of "do no harm" and requires intervention.
Walkthroughs	As in the informal observation, walkthroughs can be announced or unannounced. Walkthroughs generally consist of very brief classroom observations of 3 -5 minutes in length in which the observer gathers evidence regarding classroom instructional practices and behaviors on a regular basis. Timely and actionable feedback to teachers is required. Walkthroughs provide opportunities for individual feedback as well as trend and pattern data over time. Walkthroughs also inform professional development needs for individual and groups of teachers and provide a means to gauge the implementation of professional development against individual professional development plans and school improvement plans.

System Outline
Domains, Components, and Elements of the Framework for Teaching

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
<p><i>Component 1a: Demonstrating Knowledge of Content and Pedagogy</i></p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy • Knowledge of child and adolescent development 	<p><i>Component 2a: Creating an Environment of Respect and Rapport</i></p> <ul style="list-style-type: none"> • Teacher interaction with students • Student interactions with other students
<p><i>Component 1b: Demonstrating Knowledge of Students</i></p> <ul style="list-style-type: none"> • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs 	<p><i>Component 2b: Establishing a Culture for Learning</i></p> <ul style="list-style-type: none"> • Importance of the content • Expectations for learning and achievement • Student pride in work
<p><i>Component 1c: Setting Instructional Outcomes</i></p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 	<p><i>Component 2c: Managing Classroom Procedures</i></p> <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals
<p><i>Component 1d: Demonstrating Knowledge of Resources</i></p> <ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students 	<p><i>Component 2d: Managing Student Behavior</i></p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior
<p><i>Component 1e: Designing Coherent Instruction</i></p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 	<p><i>Component 2e: Organizing Physical Space</i></p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources
<p><i>Component 1f: Designing Student Assessments</i></p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning 	

System Outline
Domains, Components, and Elements of the Framework for Teaching

Domain 3: Instruction	Domain 4: Professional Responsibilities
<p><i>Component 3a: Communicating with Students</i></p> <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 	<p><i>Component 4a: Reflecting on Teaching</i></p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching
<p><i>Component 3b: Using Questioning and Discussion Techniques</i></p> <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation 	<p><i>Component 4b: Maintaining Accurate Records</i></p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records
<p><i>Component 3c: Engaging Students in Learning</i></p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing 	<p><i>Component 4c: Communicating with families</i></p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program
<p><i>Component 3d: Using Assessment in Instruction</i></p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress 	<p><i>Component 4d: Participating in a Professional Community</i></p> <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects
<p><i>Component 3e: Demonstrating Flexibility and Responsiveness</i></p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence 	<p><i>Component 4e: Growing and Developing Professionally</i></p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession
	<p><i>Component 4f: Showing Professionalism</i></p> <ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

Teacher Performance Rubrics

Domain 1: Planning and Preparation				
Component 1a: Demonstrating Knowledge of Content and Pedagogy				
Element	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Knowledge of content and the structure of the discipline	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	In planning and practice, teacher makes content errors or does not correct errors made by students.
Knowledge of prerequisite relationships	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.
Knowledge of content-related pedagogy	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

Teacher Performance Rubrics

Component 1b: Demonstrating Knowledge of Students				
Element	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Knowledge of child and adolescent development	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays little or no knowledge of the developmental characteristics of the age group.
Knowledge of the learning process	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher sees no value in understanding how students learn and does not seek such information.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.
Knowledge of students' interests and cultural heritage	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for <u>individual</u> students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for <u>groups</u> of students.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.
Knowledge of students' special needs	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.	Teacher is aware of students' special learning and medical needs.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.

Teacher Performance Rubrics

Component 1c: Setting Instructional Outcomes				
Element	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Value, sequence, and alignment	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.
Clarity	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.
Balance	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect only one type of learning and only one discipline or strand.
Suitability for diverse learners	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Outcomes are not suitable for the class or are not based on any assessment of student needs.

Teacher Performance Rubrics

Component 1d: Demonstrating Knowledge of Resources				
Element	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Resource for classroom use	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher is unaware of resources for classroom use available through the school or district.
Resources to extend content knowledge and pedagogy	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.
Resources for Students	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the internet.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher is unaware of resources for students available through the school or district.

Teacher Performance Rubrics

Component 1e: Designing Coherent Instruction				
Element	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Learning activities	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.
Instructional materials and resources	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.
Instructional groups	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups do not support the instructional outcomes and offer no variety.
Lesson and unit structure	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.

Teacher Performance Rubrics

Component 1f: Designing Student Assessments				
Element	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Congruence with Instructional outcomes	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	Assessment procedures are not congruent with instructional outcomes.
Criteria and standards	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.	Assessment criteria and standards are clear.	Assessment criteria and standards have been developed, but they are not clear.	Proposed approach contains no criteria or standards.
Design of formative assessments	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has no plan to incorporate formative assessment in the lesson or unit.
Use for planning	Teacher plans to use assessment results to plan future instructional for individual students.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher has no plans to use assessment results in designing future instruction.

Teacher Performance Rubrics

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Element	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Teacher Interaction with students	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust this teacher with sensitive information.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.
Student interactions with other students	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.	Student interactions are generally polite and respectful.	Students do not demonstrate disrespect for one another, however there is also not a climate of respect.	Student interactions are characterized by conflict, sarcasm, or put-downs.

Component 2b: Establishing a Culture for Learning

Importance of the content	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.
Student pride in work	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.

Teacher Performance Rubrics

Component 2c: Managing Classroom Procedures				
Element	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Management of Instructional groups	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Students not working with the teacher are not productively engaged in learning.
Management of transitions	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.	Transitions occur smoothly, with little loss of instructional time.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions are chaotic, with much time lost between activities or lesson segments.
Management of materials and supplies	Routine for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routine for handling materials and supplies function moderately well, but with some loss of instructional time.	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.

Teacher Performance Rubrics

Component 2c: Managing Classroom Procedures				
Element	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Performance of non-instructional duties	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Considerable instructional time is lost in performing non-instructional duties.
Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.
Component 2d: Managing Student Behavior				
Expectations	Standards of conduct are clear to all students and appear to have been developed with student participation.	Standards of conduct are clear to all students.	Standards of conduct appear to have been established, and most students seem to understand them.	No standards of conduct appear to have been established, or students are confused as to what the standards are.
Monitoring of student behavior	Monitoring by teacher is subtle and preventative. Students monitor their own and their peers' behavior, correcting one another respectfully.	Teacher is alert to student behavior at all times.	Teacher is generally aware of student behavior but may miss the activities of some students.	Student behavior is not monitored, and teacher is unaware of what the students are doing.
Response to student misbehavior	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.

Teacher Performance Rubrics

Component 2e: Organizing Physical Space				
Element	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Safety and accessibility	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is unsafe, or learning is not accessible to some students.
Arrangement of furniture and use of physical resources	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	The furniture arrangement hinders the learning activities or the teacher makes poor use of physical resource.

Teacher Performance Rubrics

Domain 3: Instruction

Component 3a: Communicating with Students

Element	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Expectations for learning	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose in a lesson or unit is unclear to students.
Directions and procedures	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are confusing to students.
Explanations of content	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.
Use of oral and written language	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.

Teacher Performance Rubrics

Component 3b: Using Questioning and Discussion Techniques

Element	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Quality of questions	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.
Discussion techniques	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.
Student participation	Students themselves ensure that all voices are heard in the discussion.	Teacher successfully engages all students in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	A few students dominate the discussion.

Teacher Performance Rubrics

Component 3c: Engaging Students in Learning				
Element	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Activities and assignments	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.
Grouping of students	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are inappropriate to the students or to the instructional outcomes.
Instructional materials and resources	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.
Structure and pacing	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.

Teacher Performance Rubrics

Component 3d: Using Assessment in Instruction				
Element	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Assessment criteria	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are not aware of the criteria and performance standards by which their work will be evaluated.
Monitoring of student learning	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher does not monitor student learning in the curriculum.
Feedback to students	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is of poor quality and not provided in a timely manner.
Student self-assessment and monitoring of progress	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students do not engage in self-assessment or monitoring of progress.

Teacher Performance Rubrics

Component 3e: Demonstrating Flexibility and Responsiveness

Element	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Lesson adjustment	Teacher successfully makes a major adjustment to a lesson when needed.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.
Response to students	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.	Teacher successfully accommodates students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher ignores or brushes aside students' questions or interests.
Persistence	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.

Teacher Performance Rubrics

Domain 4: Professional Responsibilities				
Component 4a: Reflecting on Teaching				
Element	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Accuracy	Teacher makes a thoughtful and accurate assessment of lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.
Use in future teaching	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.
Component 4b: Maintaining Accurate Records				
Student completion of assignments	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is in disarray.
Student progress in learning	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.
Non-instructional records	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.

Teacher Performance Rubrics

Component 4c: Communicating with Families				
Element	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Information about the Instructional program	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides little or no information about the instructional program to families.
Information about individual students	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.
Engagement of families in the instructional program	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.

Teacher Performance Rubrics

Component 4d: Participating in a Professional Community				
Element	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Relationships with colleagues	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.	Relationships with colleagues are characterized by mutual support and cooperation.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Teacher's relationship with colleagues is negative or self-serving.
Involvement in a culture of professional inquiry	Teacher takes a leadership role in promoting a culture of professional inquiry.	Teacher actively participates in a culture of professional inquiry.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.
Service to the school	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher participates in school events when specifically asked.	Teacher avoids becoming involved in school events.
Participation in school and district projects	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher participates in school and district projects when specifically asked.	Teacher avoids becoming involved in school and district projects.

Teacher Performance Rubrics

Component 4e: Growing and Developing Professionally				
Element	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Enhancement of content knowledge and pedagogical skill	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher engages in no professional development activities to enhance knowledge or skill.
Receptivity to feedback from colleagues	Teacher seeks out feedback on teaching from both supervisors and colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.
Service to profession	Teacher initiates important activities to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher finds limited ways to contribute to the profession.	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.

Teacher Performance Rubrics

Component 4f: Showing Professionalism				
Element	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Integrity and ethical conduct	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.	Teacher displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays dishonesty in interactions with colleagues, students, and the public.
Service to students	Teacher is highly proactive in serving students, seeking out resources when needed.	Teacher is active in serving students.	Teacher's attempts to serve students are inconsistent.	Teacher is not alert to students' needs.
Advocacy	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher contributes to school practices that result in some students being ill served by the school.
Decision making	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher makes decisions and recommendations based on self-serving interests.
Compliance with school and district regulations	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.	Teacher complies fully with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher does not comply with school and district regulations.

Teacher Performance Rubric/General Overview
Domain Levels of Performance

	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Domain 1 Planning and Preparation	Teacher’s plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher’s plans— instructional outcomes, learning activities, materials, resources, and assessments—are adapted as needed for individual students.	Teacher’s plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.	Teacher’s plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.	Teacher’s plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.
Domain 2 The Classroom Environment	Students themselves make a substantive contribution to the smooth functioning of the classroom with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.
Domain 3 Instruction	All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students’ interests and their success in learning.	Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.
Domain 4 Professional Responsibilities	The teacher’s ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record-keeping and family communication.	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development.	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record- keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district projects and activities for professional growth.	The teacher demonstrates low ethical standards and levels of professionalism, with poor record-keeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.

A Framework for Teaching/Danielson Model Contemporary Research Base

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<http://news.uchicago.edu/article/2010/06/15/pilot-chicago-public-schools-teacher-evaluation-initiative-shows-early-promise>

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Link Between the Florida Accomplished Educator Standards* and the Danielson Framework for Teaching

<i>Florida Educator Accomplished Standards</i>	<i>Danielson Framework for Teaching Domains/Components/Themes</i>	<i>Specific Support of FEAPS in Framework for Teaching</i>
FOUNDATIONAL PRINCIPLES		
Creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement.	One of the common themes of the framework for teaching, permeating all components, is “High Expectations.”	
Demonstrates deep and comprehensive knowledge of the subject taught.	Component 1a: Demonstrating knowledge of content and pedagogy - <i>Knowledge of Content and the Structure of the Discipline</i> - <i>Knowledge of Prerequisite Relationships</i> - <i>Knowledge of Content-Related Pedagogy</i>	
Exemplifies the standards of the profession.	Component 4f: Showing professionalism - <i>Integrity And Ethical Conduct</i> - <i>Service To Students</i> - <i>Advocacy for students</i> - <i>Decision Making</i>	
EDUCATOR ACCOMPLISHED PRACTICES		
Quality of Instruction.		
1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:		
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	1c: Setting instructional outcomes - <i>Value, Sequence, and Alignment</i> - <i>Clarity</i> - <i>Balance</i> - <i>Suitability for Diverse Learners</i>	Instructional outcomes are aligned with state and district curriculum standards. They are appropriately rigorous for all learners.
b. Sequences lessons and concepts to ensure coherence and required prior knowledge.	1e: Designing coherent instruction - <i>Learning Activities</i>	An important aspect of lesson and unit design is that each lesson builds on previous learning.

Florida Educator Accomplished Standards	Danielson Framework for Teaching Domains/Components/Themes	Specific Support of FEAPS in Framework for Teaching
	<ul style="list-style-type: none"> - <i>Instructional Materials and Resources</i> - <i>Instructional Groups</i> - <i>Lesson and Unit Structure</i> 	
c. Designs instruction for students to achieve mastery;	1e: Designing coherent instruction <ul style="list-style-type: none"> - <i>Learning Activities</i> - <i>Instructional Materials and Resources</i> - <i>Instructional Groups</i> - <i>Lesson and Unit Structure</i> 	Activities are designed, at the appropriate level of challenge, for all students to achieve mastery.
d. Selects appropriate formative assessments to monitor learning;	1f: Designing student assessments <ul style="list-style-type: none"> - <i>Congruence with Instructional Outcomes</i> - <i>Criteria and Standards</i> - <i>Design of Formative Assessments</i> 	The successful use of formative assessments requires that they be designed as part of the planning process.
e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	1b: Demonstrating knowledge of students <ul style="list-style-type: none"> - <i>Knowledge of Child and Adolescent Development</i> - <i>Knowledge of the Learning Process</i> - <i>Knowledge of Students' Skills, Knowledge, and Language Proficiency</i> - <i>Knowledge of Students' Interests and Cultural Heritage</i> - <i>Knowledge of Students' Special Needs</i> 4d: Participating in a professional community <ul style="list-style-type: none"> - <i>Relationships with Colleagues</i> - <i>Involvement in a Culture of Professional Inquiry</i> - <i>Service to School</i> - <i>Participation in School and District Projects</i> 	In planning, teachers must know their students' level of knowledge and skill with respect to the desired learning outcomes; they derive this information from a variety of sources. Furthermore, such planning is accomplished most effectively in collaboration with colleagues.
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	1e: Designing coherent instruction <ul style="list-style-type: none"> - <i>Learning Activities</i> - <i>Instructional Materials and Resources</i> - <i>Instructional Groups</i> - <i>Lesson and Unit Structure</i> 	The design of learning experiences is central to good planning; they are suitably rigorous and enable students to exhibit their growing knowledge and skill.

Florida Educator Accomplished Standards	Danielson Framework for Teaching Domains/Components/Themes	Specific Support of FEAPS in Framework for Teaching
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:		
<p>a. Organizes, allocates, and manages the resources of time, space, and attention.</p>	<p>2c: Managing classroom procedures</p> <ul style="list-style-type: none"> - <i>Management of Instructional Groups</i> - <i>Management of Transitions</i> - <i>Management of Materials and Supplies</i> - <i>Performance of Non-Instructional Duties</i> - <i>Supervision of Volunteers and Paraprofessionals</i> <p>2e: Organizing physical space</p> <ul style="list-style-type: none"> - <i>Safety and Accessibility</i> - <i>Arrangement of Furniture and Use of Physical Resources.</i> 	<p>The purpose of well-designed routines and procedures is to maximize instructional time.</p> <p>A well managed classroom is not only safe, but is arranged in such a manner as to support the instructional activities.</p>
<p>b. Manages individual and class behaviors through a well-planned management system;</p>	<p>2d: Managing student behavior</p> <ul style="list-style-type: none"> - <i>Expectations</i> - <i>Monitoring of Student Behavior</i> - <i>Response to Student Misbehavior</i> 	<p>Students can't learn in a chaotic environment; both the routines and procedures (2c) and the standards of conduct (2d) contribute to the sense of order and predictability.</p>
<p>c. Conveys high expectations to all students;</p>	<p>One of the common themes of the framework for teaching, permeating all components, is "High Expectations."</p> <p>2b: Establishing a culture for learning</p> <ul style="list-style-type: none"> - <i>Importance of the Content</i> - <i>Expectations for Learning and Achievement</i> - <i>Student Pride in Work</i> 	<p>The research on high expectations is clear; in the framework for teaching it is given prominence as a "common theme," permeating many components of the framework, and as one element in Component 2b.</p>
<p>d. Respects students' cultural, linguistic and family background;</p>	<p>One of the common themes of the framework for teaching, permeating all components, is "cultural sensitivity;" this is reflected in many of the components.</p> <p>2a: Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> - <i>Teacher Interaction with Students</i> - <i>Student Interactions with One Another</i> 	<p>As a common theme, respect for students' cultural backgrounds permeates the framework for teaching. In addition, it is reflected in the higher levels of performance in component 2a; Creating an Environment of Respect and Rapport.</p>

Florida Educator Accomplished Standards	Danielson Framework for Teaching Domains/Components/Themes	Specific Support of FEAPS in Framework for Teaching
e. Models clear, acceptable oral and written communication skills.	3a: Communicating with students - <i>Expectations for Learning</i> - <i>Directions and Procedures</i> - <i>Explanations of Content</i> - <i>Use of Oral and Written Language</i>	In the "Use of Oral and Written Language" the teacher models correct and expressive language.
f. Maintains a climate of openness, inquiry, fairness and support.	2a: Creating an environment of respect and rapport - <i>Teacher Interaction with Students</i> - <i>Student Interactions with One Another</i> 2b: Establishing a culture for learning - <i>Importance of the Content</i> - <i>Expectations for Learning and Achievement</i> - <i>Student Pride In Work</i>	A critical attribute of both components 2a and 2b is an atmosphere of rigorous learning, in an environment in which it is safe for students to take intellectual risks.
g. Integrates current information and communication technologies.	One of the common themes of the framework for teaching, permeating all components, is "Appropriate Use of Technology"	This common theme is reflected in many components, in Domain 1 (planning and preparation), Domain 3 (instruction), and Domain 4 (professional responsibilities.)
h. Adapts the learning environment to accommodate the differing needs and diversity of students.	One of the common themes of the framework for teaching, permeating all components, is "Accommodating Diverse Student Needs."	This common theme is reflected in many components, in both Domain 1 (planning and preparation) and Domain 3 (Instruction.)
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	One of the common themes of the framework for teaching, permeating all components, is "Appropriate use of Technology"	One of the common themes of the framework for teaching permeating all components is "Appropriate Use of Technology"
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:		
a. Deliver engaging and challenging lessons;	3c: Engaging students in learning - <i>Activities and Assignments</i> - <i>Grouping of Students</i> - <i>Instructional Materials and Resources</i> - <i>Structure and Pacing</i>	A core characteristic of student engagement is that students are cognitively involved in rigorous thinking.

Florida Educator Accomplished Standards	Danielson Framework for Teaching Domains/Components/Themes	Specific Support of FEAPS in Framework for Teaching
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3c: Engaging students in learning <ul style="list-style-type: none"> - <i>Activities and Assignments</i> - <i>Grouping of Students</i> - <i>Instructional Materials and Resources</i> - <i>Structure and Pacing</i> 	These are specific strategies that would characterize the learning experiences, and the pacing of the lesson.
c. Identify gaps in students' subject matter knowledge;	3d: Using assessment in instruction <ul style="list-style-type: none"> - <i>Assessment Criteria</i> - <i>Monitoring of Student Learning</i> - <i>Feedback to Students</i> - <i>Student Self-Assessment and Monitoring of Progress</i> 	The purpose of monitoring student learning during instruction is to identify gaps in understanding and adjust the approach being used.
d. Modify instruction to respond to preconceptions or misconceptions;	3e: Demonstrating flexibility and responsiveness <ul style="list-style-type: none"> - <i>Lesson Adjustment</i> - <i>Response to Students</i> - <i>Persistence</i> 	An essential skill in teaching (and one that develops with experience) is the ability to make adjustments to the approaches being used.
e. Relate and integrate the subject matter with other disciplines and life experiences;	1e: Designing coherent instruction <ul style="list-style-type: none"> - <i>Learning Activities</i> - <i>Instructional Materials and Resources</i> - <i>Instructional Groups</i> - <i>Lesson and Unit Structure</i> 3C: Engaging students in learning - <i>Activities and Assignments</i> - <i>Grouping of Students</i> - <i>Instructional Materials and Resources</i> - <i>Structure and Pacing</i> 	During both planning (Domain 1) and instruction (Domain 3) a mark of expertise is the skill to coordinate and integrate disciplines to one another. A critical element of high-level instruction is to relate the content to students' life experiences.
f. Employ higher-order questioning techniques;	3b: Using questioning and discussion techniques <ul style="list-style-type: none"> - <i>Quality of Questions</i> - <i>Discussion Techniques</i> - <i>Student Participation</i> 	Questioning and discussion is a critical element of good instruction; through good questioning, students are able to deepen their understanding.

Florida Educator Accomplished Standards	Danielson Framework for Teaching Domains/Components/Themes	Specific Support of FEAPS in Framework for Teaching
<p>g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.</p>	<p>3c: Engaging students in learning</p> <ul style="list-style-type: none"> - <i>Activities and Assignments</i> - <i>Grouping of Students</i> - <i>Instructional Materials and Resources</i> - <i>Structure and Pacing</i> <p>One of the common themes of the framework for teaching, permeating all components, is “Appropriate Use of Technology”</p>	<p>The goal of engaging students in learning is to enable them to develop understanding of complex content. When appropriate, teachers use technology for this purpose.</p>
<p>h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.</p>	<p>1b: Demonstrating knowledge of students</p> <ul style="list-style-type: none"> - Knowledge of Child and Adolescent Development - Knowledge of the Learning Process - Knowledge of Students’ Skills, Knowledge, and Language Proficiency - Knowledge of Students’ Interests and Cultural Heritage - Knowledge of Students’ Special Needs <p>One of the common themes of the framework for teaching, permeating all components, is “Accommodating Diverse Student Needs.”</p>	<p>At the higher levels of performance in many components of the framework for teaching, teachers attend to individual student needs.</p>
<p>i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement.</p>	<p>3d: Using assessment in instruction</p> <ul style="list-style-type: none"> - <i>Assessment Criteria</i> - <i>Monitoring of Student Learning</i> - <i>Feedback to Students</i> - <i>Student Self-Assessment and Monitoring of Progress</i> 	<p>Using formative assessment in teaching is one of the most powerful techniques to enhance student learning.</p>

Florida Educator Accomplished Standards	Danielson Framework for Teaching Domains/Components/Themes	Specific Support of FEAPS in Framework for Teaching
<p>j. Utilize student feedback to monitor instructional needs and to adjust instruction.</p>	<p>3d: Using assessment in instruction</p> <ul style="list-style-type: none"> - <i>Assessment Criteria</i> - <i>Monitoring of Student Learning</i> - <i>Feedback to Students</i> - <i>Student Self-Assessment and Monitoring of Progress</i> <p>3e: Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> - <i>Lesson Adjustment</i> - <i>Response to Students</i> - <i>Persistence</i> 	<p>Using assessment in instruction, and adjusting instruction accordingly, are the principal means by which teachers individualize instruction.</p>
<p>4. Assessment. The effective educator consistently:</p>		
<p>a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.</p>	<p>1b: Demonstrating knowledge of students</p> <ul style="list-style-type: none"> - <i>Knowledge of Child and Adolescent Development</i> - <i>Knowledge of the Learning Process</i> - <i>Knowledge of Students' Skills, Knowledge, and Language Proficiency</i> - <i>Knowledge of Students' Interests and Cultural Heritage</i> - <i>Knowledge of Students' Special Needs</i> 	<p>An essential component of knowing one's students is knowing their background knowledge and skill; only then can teachers design appropriate learning experiences.</p>
<p>b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;</p>	<p>1f: Designing student assessments</p> <ul style="list-style-type: none"> - <i>Congruence with Instructional Outcomes</i> - <i>Criteria of Standards</i> - <i>Design of Formative Assessments</i> 	<p>Good assessment – both formative and summative - must be designed prior to instruction; therefore it is part of Domain 1 (Planning and Preparation.)</p>

Florida Educator Accomplished Standards	Danielson Framework for Teaching Domains/Components/Themes	Specific Support of FEAPS in Framework for Teaching
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	3d: Using assessment in instruction <ul style="list-style-type: none"> - <i>Assessment Criteria</i> - <i>Monitoring of Student Learning</i> - <i>Feedback to Students</i> - <i>Student Self-Assessment and</i> - <i>Monitoring of Progress</i> 	When teachers incorporate assessment strategies into their instruction, they use a variety of strategies, as appropriate to the content.
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	1f: Designing student assessments <ul style="list-style-type: none"> - <i>Congruence with Instructional Outcomes</i> - <i>Criteria and Standards</i> - <i>Design of Formative Assessments</i> 3d: Using assessment in instruction <ul style="list-style-type: none"> - <i>Assessment Criteria</i> - <i>Monitoring of Student Learning</i> - <i>Feedback to Students</i> - <i>Student Self-Assessment and</i> - <i>Monitoring of Progress</i> 	Assessment strategies are appropriate to both the content and the diverse students in the class.
e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s).	3d: Using assessment in instruction <ul style="list-style-type: none"> - <i>Assessment Criteria</i> - <i>Monitoring of Student Learning</i> - <i>Feedback to Students</i> - <i>Student Self-Assessment and Monitoring of Progress</i> 4c: Communicating with families <ul style="list-style-type: none"> - <i>Information About the Instructional Program</i> - <i>Information About Individual Students</i> - <i>Engagement of Families in the Instructional Program</i> 	Experienced teachers provide feedback to students, and enlist them in their own self-assessment. A critical aspect of a teacher’s communication with families relates to their children’s progress in learning.

Florida Educator Accomplished Standards	Danielson Framework for Teaching Domains/Components/Themes	Specific Support of FEAPS in Framework for Teaching
f. Applies technology to organize and integrate assessment information.	One of the common themes of the framework for teaching, permeating all components, is “Appropriate Use of Technology”	Technology is incorporated throughout a teacher’s practice, including assessment.
(b) Continuous Improvement, Responsibility and Ethics.		
1. Continuous Professional Improvement. <i>The effective educator consistently:</i>		
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;	4e: Growing and developing professionally <ul style="list-style-type: none"> - <i>Enhancement of Content Knowledge and Pedagogical Skill</i> - <i>Receptivity to Feedback from Colleagues</i> - <i>Service to the Profession</i> 	An essential component of a teacher’s professionalism is a commitment to ongoing learning.
b. Examines and uses data-informed research to improve instruction and student achievement;	4e: Growing and developing professionally <ul style="list-style-type: none"> - <i>Enhancement of Content Knowledge and Pedagogical Skill</i> - <i>Receptivity to Feedback from Colleagues</i> - <i>Service to the Profession</i> 	Worthwhile professional learning depends on strengthening practice based on research-based strategies.
c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.	4c: Communicating with families <ul style="list-style-type: none"> - <i>Information About the Instructional Program</i> - <i>Information About Individual Students</i> - <i>Engagement of Families in the Instructional Program</i> 4d: Participating in a professional community <ul style="list-style-type: none"> - <i>Relationships with Colleagues</i> - <i>Involvement in a Culture of Professional Inquiry</i> - <i>Service to the School</i> - <i>Participation in School and District Projects</i> 	Student learning is enhanced when all parties to their experience – teachers, other colleagues, and parents – work in tandem.

Florida Educator Accomplished Standards	Danielson Framework for Teaching Domains/Components/Themes	Specific Support of FEAPS in Framework for Teaching
d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues;	4a: Reflecting on teaching <ul style="list-style-type: none"> - Accuracy - Use in Future Teaching 4e: Growing and developing professionally <ul style="list-style-type: none"> - Enhancement of Content Knowledge and Pedagogical Skill - Receptivity to Feedback from Colleagues - Service to the Profession 	Reflection on practice, and basing professional development activities on that reflection, is the mark of a true professional.
e. Implements knowledge and skills learned in professional development in the teaching and learning process.	4a: Reflecting on teaching <ul style="list-style-type: none"> - Accuracy - Use of Future Teaching 4e: Growing and developing professionally <ul style="list-style-type: none"> - Enhancement of Content Knowledge and Pedagogical Skill - Receptivity to Feedback from Colleagues - Service to the Profession 	Professional development activities are wasted if teachers don't make use of their learning in their practice.
Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1-006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.		
Code of Ethics and the Principles of Professional Conduct	4f: Showing professionalism <ul style="list-style-type: none"> - Integrity And Ethical Conduct - Service to Students - Advocacy - Decision Making 	Teaching, like other professions, depends on adherence to a meaningful code of ethics.

***See Appendix A**

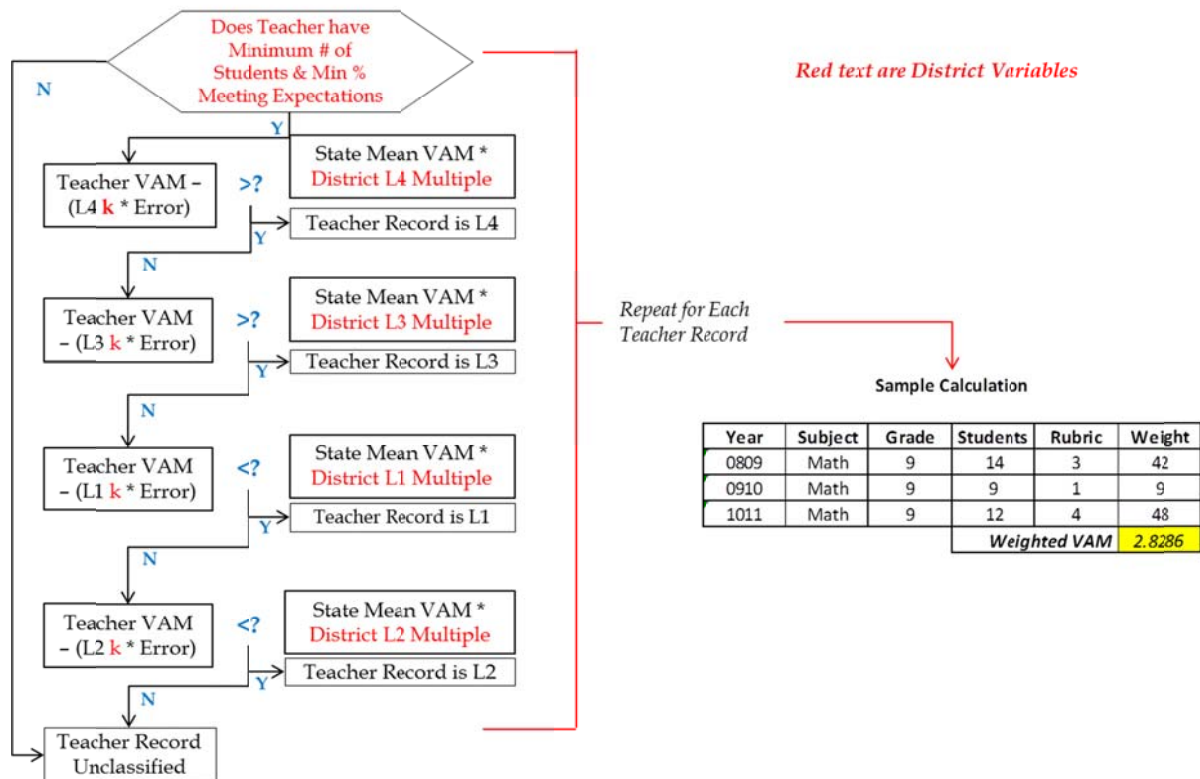
Marion County Teacher Evaluation System Student Growth Measure

The district will use the State VAM model for all members of the instructional unit.

The District has tentatively elected to use Approach 2 as our method for classification of teachers. We believe that this Approach is most accurate because it includes record level teacher detail AND an associated State VAM for each record. If the State releases additional data that includes aggregated “comparable” State VAM for each teacher, the District may elect to use Approach 1 in the future. As of September 19th, Approach 2 provided the most detailed set of data and the due date for this response required that we make a decision by April 19th in order to have the time to establish a plan with all District stakeholders.

We loaded the Approach 2 detailed data into a spreadsheet tool that enables us to evaluate the impact that differing confidence intervals, cut scores, minimum student counts and rubric ranges have on teacher classifications. This tool has simplified the communication with our stakeholders and enabled us to establish classifications through ad-hoc analysis that apply these differing variables to our District’s Approach 2 VAM data. The chart below illustrates the tool’s workflow calculation that is applied to each teacher record.

Approach 2 - Teacher Rubric Calculation



The calculations are aggregated into classifications into the table below. The red variables in the table to the left are those that the District uses to establish varying teacher classification distributions illustrated in the table to the right. **PLEASE NOTE – the data in this table do not represent this District’s classifications based on these variables. It is fabricated data provided for illustration only.**

District #: XXX						
District Name: A School District						
Approach 2 District Settings-SAMPLE					Teacher Classification Distribution	
Rubrics	Cuts	K	Rubric High	Rubric Low	Number	Percentage
Level 4	1.2	1.5	4.0000000	3.40000001	81	10.3
Level 3	1	0.5	3.40000000	2.00000001	438	55.5
Level 2	1	0.5	2.00000000	1.00000001	145	18.4
Level 1	1.5	1.5	1.00000000	0.00000001	72	9.1
Unclassified					53	6.7
Minimum Students: 10						

The combination of the minimum # of students and the combination of District variables (confidence interval, cut scores and rubric ranges) result in a group of “unclassified” teachers. The District’s current approach for teachers in this category will be to assign a School VAM calculation using the same or similar calculation approach. Similarly, the district will use the School VAM calculation for non-FCAT teacher groups. The measures and weights are listed below:

- Reading and Math teachers, grades 4-10:
 1. 40% VAM
 2. 10 % District Assessment
- All other instructional groups, grades Pre-K-12:
 1. 40% School VAM
 2. 10% District Assessment
- **Cut scores and confidence level (k) that will be used are:**

Rubric level	Cut	K	Rubric High	Rubric Low
Highly Effective	1.2	1.5	4.00000000	3.40000001
Effective	1	.2	3.40000000	2.00000001
Needs Improvement/Developing	1	.5	2.00000000	1.25000001
Unsatisfactory	1.2	1.5	1.25000000	1.00000000

- Minimum Student count: 10
- **DOE Request:** How the student growth component combines with the instructional practice portion and any other metrics to determine the summative rating.

The District will be using the Performance Matters FASTe application to produce our summative ratings for teachers. This application will enable us load multiple measures and configure those measures based upon our District’s weighting system for each measure and/or group of measures. Based on those measures and the associated weights, Performance

Matters will produce summative ratings within a detailed “individualized” report that illustrates the measures included and their individual contribution(s) to the summative rating.

- 50% of the summative rating will be based on classroom observation/teacher practice
- 50% of the summative rating will be based on Student Achievement measures using the State VAM calculations.

Teacher and Principal Involvement

1. Process for the development of the evaluation system:

RTTT Action Item	Stakeholders Involved	Date(s)	Status
Form Marion County Instructional Evaluation System (MCIES) Task Force	<ul style="list-style-type: none"> • Principal representatives (4) • Teacher representatives (3) • Union representatives (5) • Executive Directors (Staff Development, School Development and Evaluation)- (3) • Coordinator, ESE (1) • Supervisor, Employment Srvcs (1) • Staff Development reps (3) 	Q2-2010/2011	Completed
Hold regular meetings for planning and information dissemination (face-to-face, email, phone conf)	MCIES Task Force	Q2-Q4 2010/2011 Bi-weekly	In process
Attend State DOE sponsored technical assistance meeting – March 7, 8, 9, 2011/College of Central Florida	MCIES Task Force	Q3 2010/2011	Completed
Attend State DOE sponsored Redevelopment Meeting-Pasco, April 7, 8 and May 5, 2011	MCIES Task Force	Q4 2010/2011	Completed
Utilize resources (Danielson documents, Redevelopment Meeting feedback, MCIES feedback) to develop Marion County Instructional Evaluation System (MCIES)	MCIES Task Force	Q4 2010/2011	Completed

2. Process for continuous involvement in the teacher evaluation system, including periodic review and revision:

RTTT Action Item	Stakeholders Involved	Date(s)	Status
Meet Regularly for review and revision <ul style="list-style-type: none"> • Bi-weekly, Q1-2, 2011-2012 • Monthly, Q3-Q4, 2011-2012 • Quarterly, Q1-Q4, 2012-2014 	MCIES Task Force	Q1-Q4 2011 through 2014	In Process To begin Year 2
Survey Teachers and Principals for input for review and revision	Instructional and Administrative Personnel	Q3 2011/2012 Q4 2011/2012	In Process To begin Year 2
Collect evaluation data to analyze for possible need for revisions	MCIES Task Force	Q4 2011/2012 2012/2013 2013/2014 Q1 2011/2012 2012/2013 2013/2014	In Process To begin Year 2

3. Evidence of Collective Bargaining:

MOU between Marion County Public School and Marion Education Association (following page).



Marion County Public Schools

Human Resources Department
May 3, 2011

Memorandum of Understanding

The following Memorandum of Understanding amends the existing Collective Bargaining Agreement between the Marion Education Association (MEA) and the Marion County School Board (MCSB) for implementation during the 2011-2012 school year.

Performance Assessment System

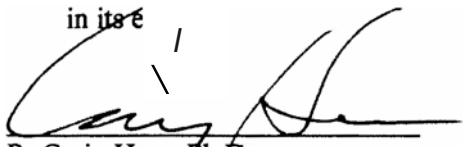
In order to bring District practice into compliance with SB 736 and the State of Florida Race to the Top Grant, a committee made up of instructional staff, administrators, and District personnel developed a system to meet those statutory and grant requirements. This system is founded on the contemporary research of Charlotte Danielson and uses her Framework for Teaching and its allied performance rubrics for assessing performance in each instructional category.

This system will undergo periodic review, revision and approval. The District will regularly solicit input and feedback from the key stakeholders of the system.

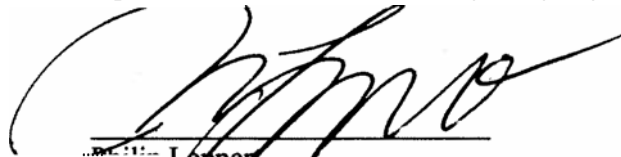
The following conditions will apply:

1. The Performance Assessment System will pertain to all members of the instructional bargaining unit of the Marion County Public Schools.
2. All such employees will be rated annually as: Highly Effective, Effective, Needs Improvement/Developing, or Unsatisfactory.
3. The Teacher Behavior rubrics associated with Danielson's Domains 1-4 will count for 50% of the employee's final evaluation rating.
4. Student performance and growth data will be included in the system as the other 50% of the rating when specified by the State of Florida in its forthcoming growth model.
5. Once the final version of the Performance Assessment System is developed, and whenever it is amended, it will be submitted for review and approval by the President of MEA and the District. Once so approved, it shall be considered to have been incorporated into the Collective Bargaining Agreement

in its



R. Craig Ham, Ph.D.
Executive Director – United Service Unit
Florida Education Association



Leppert
Executive Director – Human Resources
Marion County Public Schools

cc:
Chris Altobello
President - Marion Education Association

District Plan for First Year (Category 1) Teachers

Observation 1	Observation 2	Observation 3	Observation 4	Observation 5	Classroom Walkthroughs
Formal Observation used as screening to provide data from all 4 Domains for the development of the IPDP	Formal Observation to provide evidence of teacher behavior in Domains 1 and 4 as well as the components of Domains 2 and 3 identified as goals on IPDP	Informal Observation for Domain 2 or 3	Formal Observation for Domain 2 or 3 (May not duplicate domain observed in Observation 3)	Informal Observation used to provide last group of evidence to be included in the Summative Evaluation as well as measure progress on IPDP goals	Informal Observations to provide further evidence in domains 2-3

District Plan for Teachers Year 2-3-Annual Contract (Category 2)
Teachers or Experienced Teachers New to District

Observation 1	Observation 2	Observation 3	Classroom Walkthroughs
Formal Observation used as screening to provide data from all 4 Domains to add to the teacher's data from self-assessment that is included in the development of the IPDP	In-formal Observation to gather evidence for Domains 2 and 3 identified as goals on IPDP	Informal Observation to gather evidence for Domain 2 or 3 (May not duplicate Domain assessed in Observation 2)	Informal Observations to provide evidence in domains 2 and 3

District Plan for Teachers Years 4+ (Category 3) Teachers

Observation 1	Observation 2	Classroom Walkthroughs
Formal Observation used as screening to assess data from self-assessment that is included in the development of the IPDP, accomplishment of IPDP goals, and evidence of teacher behaviors in Domains 2 and 3 as described in the rubric.	Informal Observation to gather evidence in Domains 2 and/or 3 identified as goals on the IPDP	Informal Observations to provide evidence of teacher behaviors described in Domains 2-3

District Plan for Struggling (Category 4) Teachers

Observation 1	Observation 2	Observation 3	Observation 4	Observation 5	Classroom Walkthroughs
Formal Observation used as screening to provide data from all 4 Domains for the development of the IPDP	Formal Observation to provide evidence of teacher behavior in Domains 1 and 4 as well as the components of Domains 2 and 3 identified as goals on IPDP	Informal Observation for Domain 2 or 3	Formal Observation for Domain 2 or 3 (May not duplicate domain observed in Observation 3)	Informal Observation used to provide last group of evidence to be included in the Summative Evaluation as well as measure progress on IPDP goals	Informal Observations to provide further evidence in domains 2-3

Frequency and Type of Observations

Status	Formal Observations*	Informal Observations**	Walkthroughs***
<u>Category I*</u> Beginning Teachers or experienced Teachers new to the district	3	2	1 each quarter (minimum of 4 per year)
<u>Category II</u> Teachers (Year 2 and 3 Annual Contract)	1	2	1 each quarter (minimum of 4 per year)
<u>Category III</u> Teachers (4 or more years of service)	1	1	1 each quarter (minimum of 4 per year)
<u>Category IV</u> Struggling Teacher	3	2	1 each quarter (minimum of 4 per year)

*Category 1 teachers receive a mid-term and a summative evaluation

Implementation Schedule

Year 1 (2011-12): Table as shown

Year 2 (2012-13): Add additional Walkthroughs for a minimum of 8 (2 per quarter)

Year 3 (2013-14): Add opportunity for peer evaluators/mentors for Informal Observations

Definitions of Observation Types

***Formal Observation:** Announced, requires a planning conference (pre-observation) and a reflection conference (post-observation), lasts either a full class period (50 minutes) or for a full lesson (For example, the entire guided reading lesson)

****Informal Observation:** Unannounced, does not require a pre-observation conference, but a post-observation conference is HIGHLY suggested (though not required), lasts approximately 20 minutes

*****Classroom Walkthroughs:** Unannounced, 3-5 minute walkthroughs, administrator determines walkthrough focus, times are varied so teachers are not always observed at the same time, in the same content or with the same students

Recommended Timeline (Year 1)

Month	Category I Teachers	Category II Teachers	Category III Teachers	Category IV Teachers
Deadlines are at the END of the month listed for all EXCEPT IPDP				
AUGUST				
SEPTEMBER	Formal Observation			Formal Observation
OCTOBER		Formal Observation	Self-Assessment	
IPDP Due	October 30	October 30	October 30	October 30
NOVEMBER	Formal Observation		Formal Observation	Formal Observation
DECEMBER	Mid-term Evaluation*			
JANUARY	Informal Observation			Informal Observation
FEBRUARY		Informal Observation	Informal Observation	
MARCH	Formal Observation			Formal Observation
APRIL		Informal Observation		
MAY	Informal Observation			Informal Observation
JUNE	Summative Evaluation & Conference	Summative Evaluation & Conference	Summative Evaluation & Conference	Summative Evaluation & Conference

*Category 1 teachers will receive both a mid-term and a summative evaluation

Implementation Schedule

Year 1 (2011-12): Walkthroughs are scheduled by the Administrators at the school—a MINIMUM of one per quarter for a total of 4 per school year.

Year 2 (2012-13): Walkthroughs are scheduled by the Administrators at the school— a MINIMUM of one per quarter for a total of 8 (2 per quarter) per school year.

Processes and Procedures for Struggling Teachers (Category 4)

<p>Purpose of the Process</p>	<p>To provide a formative and supportive framework for struggling teachers that provides:</p> <ul style="list-style-type: none"> • Clear understanding of the desired behaviors as specified in the rubric • Professional development activities to enhance and support the desired behaviors • Job-embedded coaching and modeling • Peer teacher or mentor 																	
<p>General Procedures</p>	<p>Teachers who are struggling as evidenced by one or more of the formative evaluations or walk-throughs will be given counseling in a post evaluation conference to be held as soon after the observation as possible, but NO MORE than 10 days after. This conference will be held with the observing administrator, the principal (if the principal is not the observer), and the teacher. Outcomes of the conference will be:</p> <ul style="list-style-type: none"> • Explanation of the issues observed and clear statement of the desired behavior based on a review of the rubric • Plan for professional development with timeline for expected completion • Assignment of a peer teacher and/or mentor • Assignment of a coach with expertise in the content/behavior area • Plan and timeline for future formal observations • Plan and timeline for future feedback conferences 																	
<p>Roles and responsibilities of teacher, administrators and association</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Teacher</th> <th style="width: 33%;">Administrator</th> <th style="width: 33%;">Association</th> </tr> </thead> <tbody> <tr> <td>Become familiar with the rubrics and desired behaviors</td> <td>Visit the classroom frequently to screen and assess for problems</td> <td>Monitor the process as outlined in the Association contract to insure adherence to procedure and due process of the employee</td> </tr> <tr> <td>Ask questions to clarify</td> <td>Provide clear explanations of expectations</td> <td>Provide representation and/or support if asked</td> </tr> <tr> <td>Participate in PD plan and timeline development</td> <td>Participate in PD plan and timeline development</td> <td>Provide representation and/or support if asked</td> </tr> <tr> <td>Collaborate effectively with assigned peer mentor and/or coach</td> <td>Engage in regular feedback and discussion to assess the effectiveness of the plan</td> <td>Provide representation and/or support if asked</td> </tr> </tbody> </table>			Teacher	Administrator	Association	Become familiar with the rubrics and desired behaviors	Visit the classroom frequently to screen and assess for problems	Monitor the process as outlined in the Association contract to insure adherence to procedure and due process of the employee	Ask questions to clarify	Provide clear explanations of expectations	Provide representation and/or support if asked	Participate in PD plan and timeline development	Participate in PD plan and timeline development	Provide representation and/or support if asked	Collaborate effectively with assigned peer mentor and/or coach	Engage in regular feedback and discussion to assess the effectiveness of the plan	Provide representation and/or support if asked
Teacher	Administrator	Association																
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Collaborate effectively with assigned peer mentor and/or coach	Engage in regular feedback and discussion to assess the effectiveness of the plan	Provide representation and/or support if asked																

Involvement of Teacher Association(s) (as appropriate)	<p>The teacher association, Marion Education Association (MEA), will collaborate in the development of the process and paperwork and collectively bargain the due process and possible resolutions. The MEA will also provide representation if asked and monitor the process to insure procedural fidelity.</p>
Support Plans	
Timelines	

Employee Name: _____

Instructional Practice

Directions:

- Using the Domain Forms, count the number of times each scale level has been recorded
- Enter the frequency in the yellow highlighted cells

Frequency	D1	D2	D3	D4
Highly Effective				
Effective				
Needs Improvement/Developing				
Unsatisfactory				
Total Elements Used	-	-	-	-

Percentages	D1	D2	D3	D4
Highly Effective				
Effective				
Needs Improvement/Developing				
Unsatisfactory				
	0%	0%	0%	0%

- Adjust weights in gray highlighted cells; must add up to 100%

	D1	D2	D3	D4
Status Score				
Weight	20%	20%	40%	20%
Weighted Score				
Overall Status Score:	0.00			
Overall Status:	Developing			

STUDENT ACHIEVEMENT SCORE

Instructional Practice				50%
Student Achievement Score				50%
Overall Deliberate Practice				100%

FINAL SCALE

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT or DEVELOPING	UNSATISFACTORY
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

IMPROVEMENT PLANS (MOU #9)

<p>Evaluation system integration with the district and school improvement plans</p>	<ul style="list-style-type: none">• School administrators utilize school-based instructional evaluation and trend data for development of school goals and professional development needs reported in the School Improvement Plan (SIP)• School administrators utilize student achievement data for development of school goals and professional development needs reported in the School Improvement Plan (SIP)• Teachers utilize instructional evaluation and trend data for development, monitoring, and revision of the IPDP• Teachers utilize student achievement and assessment data for development, monitoring, and revision of the IPDP• District plans and initiatives are selected based on data collected on student achievement and instructional evaluation data
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<p>Use of evaluation results in the development of the school and district improvement plans</p>	<ul style="list-style-type: none"> • Specific evaluation results (ratings and percentages of teachers rated in each performance rating) are collected and disaggregated to determine areas of need in each domain and success of school administrator efforts • Student achievement data is collected and disaggregated to inform school level goals for School Improvement Plans (SIP) and Professional Development (PD) goals for SIP • Student achievement data is collected and disaggregated to inform: <ul style="list-style-type: none"> -teachers needing additional support -areas of curricular and PD need -school based PD and support -identification of struggling teachers -measure of PD implementation -administrative performance -success in leadership dimensions • Teacher evaluation rating results are correlated with areas of need in domains for training development and coaching support • Administrator evaluation rating results are correlated with areas of need in domains for training development and coaching support • Disaggregated instructional and administrative evaluation data is used to identify core areas of need to form goals for district strategic plan and departmental 5 year plans • Disaggregated data is used to identify core areas of need to form goals for development of the Professional Development Catalog for the upcoming school year
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PROCESS OF INFORMING TEACHERS ABOUT THE EVALUATION PROCESS
(MOU 13)

<p>Information campaign to inform staff of criteria and procedures of the evaluation system</p>	<ul style="list-style-type: none"> • District Handbook on the Instructional Evaluation System • Summer focus group meetings regionally • TV and in-house video segments aired on demand district-wide • District newsletter • Email informational updates • Information on district web page for instructional evaluation system • Information given at principal faculty meetings and trainings • Training on district in-service day at start of school • Training on early release days and other district days • Information through MEA (local union) info-letters and emails as well as web page
<p>Information campaign for new employees yearly</p>	<ul style="list-style-type: none"> • District Handbook on the Instructional Evaluation System • TV and in-house video segments aired on demand district-wide • Training on district in-service day at start of school for new hires • New employee orientation session • On-line courses delivered on demand

PARENT INPUT (MOU 14)

Nature of input	Timeline	Inclusion into evaluation system rating
Revision of existing SIP parent survey	2011-2012	Not counted (not an additional metric)
Give revised parent survey	2012-2013	To be considered by school administrators and shared with teacher for planning and improvement Not counted into rating (not an additional metric)

ANNUAL REVIEW BY THE DISTRICT (MOU 15)

Each year a committee of stakeholders will be formed to review all documents and procedures of the Instructional Evaluation System to include:

- Rubrics
- Electronic forms
- Data collection system
- Reports
- Planning and reflections forms
- Summative evaluation form
- Procedures (# of observations, types of observations, categories of teachers, etc.)
- Policies
- Outcomes (data)

The purpose of this review will be to assess effectiveness, integration with the Race to the Top MOU, SB 736, and the intent of the district system and professional growth model for instructional and administrative personnel. Based on this yearly review, modifications based on committee recommendations will be made to the Instructional Evaluation System and submitted for approval to the State Department of Education.

PEER EVALUATION OPTION (MOU 16)

2011-1012	No peer evaluation component to the system
2012-2014	Negotiation with the local union (MEA) <ul style="list-style-type: none">• Write job descriptions• Determine how to identify and select peer evaluators• Review current data for teacher evaluation ratings to determine qualified candidates for peer evaluators• Determine training plan• Determine metric used for peer evaluator evaluations and rubrics• Identify milestone, if any, and salary scale
2014-2015	Full implementation of peer evaluators based on negotiated process

AMENDING EVALUATIONS (MOU 19)

For the 2011-2012 school year, anyone who scored below “EFFECTIVE” in Professional Practices (Domains 1-4) or Student Achievement, will have the opportunity to amend the evaluation. Evaluators will review the additional data and replace or add it to the existing evaluation to determine new final rating.

This is an area the district will continue to review and modify as State growth models and timelines become available or are revised.

During the school years 2011-2014, a committee of representative stakeholders will review the amendment process and recommend revision and negotiations will identify and approve amendment procedures.

APPENDIX A

School Counselors Rubrics

Domain 1 for School Counselors: Planning and Preparation				
Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a: Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates little understanding of counseling theory and techniques.
1b: Demonstrating knowledge of child and adolescent development	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays little or no knowledge of child and adolescent development.
1c: Establishing goals for the counseling program appropriate to the setting and the students served	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents and colleagues.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.

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

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

Domain 3 for School Counselors: Delivery of Service				
Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3a: Assessing student needs	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor's assessments of student needs are perfunctory.	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor's program is independent of identified student needs.
3c: Using counseling techniques in individual and classroom programs	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
3d: Brokering resources to meet needs	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor does not make connections with other programs in order to meet student needs.
3e: Demonstrating flexibility and responsiveness	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.	Counselor makes revisions in the counseling program when they are needed.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor adheres to the plan or program, in spite of evidence of its inadequacy

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

School Psychologists Rubrics

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

Domain 2 for School Psychologists: The Environment				
Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2a: Establishing rapport with students	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.
2b: Establishing a culture for positive mental health throughout the school.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	Psychologist attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.
2c: Establishing and maintaining clear procedures for referrals	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Psychologist has established procedures for referrals, but the details are not always clear.	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.
2d: Establishing standards of conduct in the testing center	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.
2e: Organizing physical space for testing of students and storage of materials	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.

Domain 3 for School Psychologists: Delivery of Service				
Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3a: Responding to referrals; consulting with teachers and administrators	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.
3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.
3c: Chairing evaluation team	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.	Psychologist declines to assume leadership of the evaluation team.
3d: Planning interventions to maximize students' likelihood of success	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.

Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3e: Maintaining contact with physicians and community mental health service providers	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist declines to maintain contact with physicians and community mental health service providers.
3f: Demonstrating flexibility and responsiveness	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.

Domain 4 for School Psychologists: Professional Responsibilities				
Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a: Reflecting on practice	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.
4b: Communicating with families	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.
4c: Maintaining accurate records	Psychologist's records are accurate and legible, well organized, and stored in secure location. They are written to be understandable to another qualified professional.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are in disarray; they maybe be missing, illegible, or stored in an insecure location.
4d: Participating in a professional community	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.

Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4e: Engaging in professional development	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist does not participate in professional development activities, even when such activities, even when such activities are clearly needed for the ongoing development of skills.
4f: Showing professionalism	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.

Library/Media Specialists Rubrics

Domain 1 for Library/Media Specialists: Planning and Preparation				
Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.
1b: Demonstrating knowledge of the school's program and student information needs within that program	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.
1c: Establishing goals for the library/media program appropriate to the setting and the students served	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.

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

Domain 2 for Library/Media Specialists: The Environment				
Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2a: Creating an environment of respect and rapport	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and are appropriate to the cultural and developmental differences among groups of students.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.
2b: Establishing a culture for investigation and love of literature	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist goes through the motions of performing the work of the position but without any real commitment to it.	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.
2c: Establishing and maintaining library procedures	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.

Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2d: Managing student behavior	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.
2e: Organizing physical space to enable smooth flow	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clean signage, and adequate space devoted to work areas and computer use.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.

Domain 3 Library/Media Specialists: Delivery of Service				
Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.
3b: Collaborating with teachers in the design of instructional units and lessons	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.	Library/media specialist initiates collaborating with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.
3c: Engaging students in enjoying literature and in learning information skills	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.

Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3d: Assisting students and teachers in the use of technology in the library/media center	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.
3e: Demonstrating flexibility and responsiveness	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.

Domain 4 Library/Media Specialists: Professional Responsibilities				
Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a: Reflecting on practice	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.
4b: Preparing and submitting reports and budgets	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.
4c: Communicating with the larger community	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.
4d: Participating in a professional community	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.

Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4e: Engaging in professional development	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.
4f: Showing professionalism	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist is honest in interactions with colleagues, students and the public; respects copyright laws.	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.

Instructional Specialists Rubrics

Domain 1 for Instructional Specialists: Planning and Preparation				
Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a: Demonstrating knowledge of current trends in specialty area and professional development	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.
1b: Demonstrating knowledge of the school's program and levels of teacher skills in delivering that program	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.
1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.

Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.
1e: Planning the instructional support program, integrated with the overall school program	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.
1f: Developing a plan to evaluate the instructional support program	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.

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

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

Domain 4 for Instructional Specialists: Professional Responsibilities				
Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a: Reflecting on practice	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of ach.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.
4b: Preparing and submitting budgets and reports	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.
4c: Coordinating work with other instructional specialists	Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.
4d: Participating in a professional community	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects
4e: Engaging in professional development	Instructional specialist actively pursues professional development opportunities and makes substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.

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

APPENDIX B

Marion County Public Schools
Interview: Planning Conference

Teacher: _____ Observation Date: _____

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

Evaluator: _____

Teacher: _____

Date: _____

Marion County Public Schools
Interview: Reflection Conference

Teacher: _____ Observation Date: _____

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

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

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

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

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

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

Evaluator: _____

Teacher: _____

Date: _____